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Editorial.

ARTHUR HENRY CHAMBERLAIN

The California Teachers' Association is incorporated under the laws of the state. Its form of organization has drawn the favorable comment of educators in many states of the LEST WE FORGET Union. During recent months several states have patterned their organization on the California plan. A quarter century ago the California Teachers' Association met annually, now in San Francisco, now in Los Angeles or elsewhere. It attracted for the most part teachers of each locality only. The Southern California Teachers' Association finally came into existence. It flourished as a green bay tree and because of healthy rivalry and the uniting of financial interests to secure good speakers, both these organizations improved.

Distances in California are great; 12,000 teachers cannot afford to travel 500 miles each year. Only a few leaders in one association ever attended a meeting in the neighboring association. There was little kinship of interest, no unity of action. Time and again when legislation was desired by the teachers in one locality the proposed measure was buried in the rubbish heap at Sacramento, there being no concerted movement, no aggressive policy, no organized effort, no individual or committee to speak with authority for the teaching body of the entire state.

Clear-eyed men and women, both north and south, animated only by a desire to dignify the profession and to bring to the teachers some of the things for which they had long fought in vain, organized the present California Teachers' Association. This was done after conference on the part of teachers in all portions of the state and after carefully considering the makeup of teachers' organizations the country over. The state was districted into four sections. Each section framed its own constitution and by-laws, not inconsistent with the constitution and by-laws of the central organization. Then because in political, in civil, in social life, government to be democratic, must be truly representative, delegates were chosen by each section from its own membership, these to serve upon a federal council of education. At present

this federal body is composed of thirty-five men and women and nine of its number make up the Board of Directors.

At the center or core of this plan of affiliation and to hold it together is a secretary and an official organ. The activities of the secretary are under direction of the California Council of Education, working through its Board of Directors and Advisory Editorial Board of five members. Membership in the California Teachers' Association is secured by paying an annual \$1.00 due, 75 per cent of which goes to the council to partially pay for printing and distributing the official organ, to partially pay the salaries of secretary and office force and to partially defray expenses incurred by the council. Twenty-five per cent is retained by the section in which the member resides, to meet incidental expenses and the cost of the annual meeting.

Beginning with a membership of 3000 in 1909, there is now a membership approximating 9,000 out of a total of 12,000 public school teachers in the state. In all probability the membership in the C. T. A., as compared with the total number of teachers in the state, is greater than that in any state organization in the nation.

Any legislative body will keep its official ear to the ground when the entire teaching force of a state speaks as an individual. The present plan of the State Board of Education and the commissioner scheme is a reality, largely because of the work of this association through its council and committees. The bill under which the board was organized is in its main features almost identical with that proposed by the council. The plan is not ideal, but will be strengthened as time and experience dictate.

Without the California Teachers' Association there would not now be, nor would there have been for many years, indefinite tenure for teachers. Under the old plan teachers were entirely at the mercy and whim of superintendents and Boards of Education. No longer are teachers subjected to humiliation by being compelled each year to seek re-election.

The present retirement salary act is not perfect. It has defects. It will be improved. Credit has been given those individuals who, in all parts of the state, in season and out, have fought for retirement salaries. But no retirement salary law could have been carried at the last Legislature, or stand any chance in any future Legislature, without the united and organized support of teachers generally, and this was effected through the influence of the C. T. A.

Moreover, work is now being actively pushed for the extension of the provisions concerning high school districts to the whole state, the enactment of a sane holiday law, the simplification of our now cumbersome and water-logged school laws, a provision for state-wide vocational training.

Other matters to which this body must give attention are a provision for a minimum salary law for teachers in elementary schools and, as soon as may be, minimum salaries for high school teachers. Aggressive work must be done looking toward improvement in rural school conditions, the raising of standards of efficiency on the part of teachers, and subjects of like importance to the educational interests of this state.

No small part of the duties of this association, working through its committees, is to check harmful and needless legislation, a mass of which would become law every two years were it not for the policy pursued.

At the recent business meeting of the Southern Section, C. T. A., in Los Angeles, a movement was launched which, if successful, would disrupt the central organization, tear apart the affiliation scheme and check constructive and effective educational legislation in the state for years to come. And the spirit and methods employed were such as to rob the profession of that dignity and honor without which it cannot develop, and to take from it that stability without which it cannot be effective.

It cannot be doubted that many of those behind this movement acted in good faith and for what they thought to be the best interests of the association. The spirited discussion showed clearly that even among some of the leaders there was complete ignorance of the plan

and scope of the central association and the place of the individual teacher in the scheme. This fact justifies what has been said above on the history and accomplishments of the association.

The feeling of dissatisfaction in the south took definite form in a proposed amendment to section 6, article 8, of the constitution of the Southern Section, as follows: "The association at its annual meeting shall have power to choose an official organ, but no funds of the association shall be appropriated for such purpose." At the business meeting on Friday this amendment received full consideration. It was insisted by the proponents of the measure that the Southern Section, contributing as it does the largest quota of members to the central body, should have most to say as to the conduct of the affairs of the association. It was pointed out to these people that the very plan of organization gives to the Southern Section a representation on the Federal Council in proportion to its larger membership. Hence, through their representatives, the teachers of this section have a greater voice than do those of any other section. To the complaint that all the teachers should have a hand in shaping affairs, it was again shown that the local organization of each section is truly democratic through its form of representation in the Federal Council and that for the personnel of this central body the membership alone is responsible.

The contention that 25 cents of each \$1.00 membership fee is not sufficient upon which to conduct the affairs of the association is true; it always has been true; it always will be true. This fact the Council has recognized. The Board of Directors has understood this, The Advisory Editorial Board has long appreciated it. The secretary of the C. T. A. has for some months been shaping affairs to the end that in good time the Council could come to the members with a much more liberal proposition than now obtains. Had any disaffected ones gone straight to the president or secretary of the Federal body or to members of the Board of Directors or Advisory Council,—those who have in hand the active conduct of affairs and who were acting as their agents, and made known their complaints, adjustment and understanding might have resulted. "Suggestion and criticism" have repeatedly been asked. Every member of the C. T. A. is a stockholder in the organization, and his earnest endeavor should be to build up

rather than tear down. Every stockholder must have in mind the welfare of the state organization, rather than that of a single local unit only.

The south has not been handicapped in obtaining speakers of prominence, as was suggested, because the various counties have levied upon the services of these men and women and have helped to defray the expenses of the association meeting. To a considerable extent this plan has not prevailed in the other sections.

The 75 cents of each membership fee that goes to the Council of Education does not now pay nor has it ever paid the full cost of the official journal. In consequence the argument that the magazine is weak on account of being subsidized falls to the ground. If weak, the cause lies elsewhere. The cost of issuing ten numbers is considerably in excess of the total amount contributed by the teachers. This information is common property for those who desire to know. Some who claimed not to know this, but who said that the cost of the journal is too great for the value received, admit to not having read the magazine.

A cheaper magazine is desired? A simple matter indeed. The cheaper the magazine the less will it cost to produce and issue it.

There are many *cheap* educational journals throughout the country as there are many good ones. But from the beginning it has been understood that for the official mouth-piece of our 12,000 teachers *no cheap* magazine would be tolerated. For detailed discussion of special school subjects many class magazines are excellent. The field is full of method journals.

Nor has it been assumed that the local affairs of a section warrant a special magazine. If, however, it is the desire of a majority of teachers of any section to have merely a circular of information, or a cheaper magazine devoted to local or sectional issues or to methods and detail, then this is the kind of magazine they should have, and this without criticism or discussion on the part of any outside teacher or authority.

An official organ should devote itself largely to the broad issues

of educational policy for the state, to problems of administration as affecting the teaching force of the entire system. It should stand for all the teachers all the time.

In its final analysis there is but one issue before us: Shall the integrity of the California Teachers' Association in its affiliated organization stand? The interests of the entire state are the chief interests of each section. The moment one unit acts independently of the central organization in matters of state-wide import, that moment the disintegrating process has begun. And because of our growth and strength unusual care must be exercised to note the first evidence of this disintegration. We should with calmness, deliberation and dignity, without regard to the personal element, but single-minded to the interest of the association, work toward a common end. Criticism should wait on information. If we tear away the foundation the superstructure will topple over our heads. With all the teachers in this great commonwealth striking hands in a common cause, the California Teachers' Association will fulfill the mission for which it came into existence—to fight the battles that the teachers alone and single-handed cannot fight.

The meetings of the Southern and Bay sections, C. T. A., were eminently successful. Dr. Gray of the University of Minnesota is one of the great scholars of the day. His logic is convincing, his argument straight to the point. Dr. O'Shea has the ability so to apply the deepest principle of psychology to every day school conditions as to be of the greatest help to teachers. Miss Schreiber knows children and schools and her views on the teaching of English would, if put into practice, revolutionize our teaching of that subject. Superintendent Alderman, through his humor and sound common sense, struck home many a valuable lesson. Miss Hunt as an exponent of story telling and reading for children created deep interest in her hearers. E. Morris Cox in brief, clear-cut fashion made plain

the work and place of the California Teachers' Association. James F. Chamberlain conveyed an idea of the scope and purpose of geography that was a revelation to many. Mr. Meek, who has been "doing things," gave valuable lessons from his experience.

MR. REBOK

The success of the Southern Section meeting was due largely to the efforts of President Rebok. His program was well organized. As a presiding officer he is superior. His attitude during the meeting was straightforward, dignified, fearless, impartial. Through the maze of motions, substitutes, amendments, he never lost control of himself or of the meeting. He ruled with justice and dispatch, and to his honor be it said he made no mention of the anonymous communication until at the close of the meeting and only after the motion to amend the constitution had been tabled. The rebuke which he then offered showed him to be no respecter of persons. The tone of his remarks and the spirit in which they were received was the best evidence that there will be a strong tendency for all forces to come to an understanding and pull together.

MR. KEPPEL

The Southern Section will reach the 4,700 membership mark this year. No one doubts for a moment that the work of Superintendent Keppel is in large measure responsible for this. For five years as recording secretary he has labored early and late in the interest of the association. Ample credit was given him at the meeting for his labors in the cause of constructive legislation. But few teachers know the time, and energy and thought necessary to properly carry on the secretary's work. The results of his endeavors will be better understood and appreciated in time to come.

MR. FRICK

Genial and generous, Mr. Frick, who has made such a success of the Alameda County institutes in past years, as president of the Bay Section this year, presented, together with his rich intellectual program, a feast of music. The audiences were charmed. At every general session, vocal and instrumental numbers of a high order were

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given. In spite of the fact that New Year's day split the session, there was an excellent attendance at every meeting. The Alameda County teachers met with the association and Oakland and the Bay Cities were largely represented.

MR. CLOUD

President Frick insisted that Mr. Cloud was the dynamic force that made the Bay Meeting a success. Mr. Cloud, through his several years as secretary, has in hand the various details necessary to produce a successful meeting. He is as efficient and constant as he is retiring. Many San Francisco teachers attended the meeting.

More than 400 men and women attended the banquet at Hotel Oakland given by the Oakland Teachers' Club during the Bay Section meeting.

THE N. E. A. The keynote of the meeting was the N. E. A. for Oakland and California in 1915. Enthusiasm characterized all the speeches, but Mr. McClymonds hit the "nail on the head" when he said that what was needed was a definite promise of memberships from California and the coast. Seven thousand members were pledged for 1911. We should have 10,000 for 1915.

Special trains will be run to St. Paul next summer. Resolutions indorsing the work done for Oakland were passed by the California Council and by both Southern and Bay meetings. In order that concerted action may be taken and to secure as large an attendance as possible, those expecting to go to St. Paul should communicate with the Sierra Educational News.

HOTEL ALEXANDRIA

During the 1909 meeting of the N. E. A. in Los Angeles the Alexandria was chosen as headquarters. The secretary and officers united in saying that never in the history of the organization had the hotel arrangements been better. Comfort and courtesy, coupled with ample room and a feeling of hominess, combined to make these headquarters ideal. During the recent Southern Section meeting the Alexandria was enjoyed by hundreds of our members. The rates were satisfactory and earnest endeavor was made to please every one. Manager Whitmore and his associates have the thanks of their guests and of the entire membership.

HOTEL OAKLAND

The hotels on the San Francisco side of the bay are renowned the country over. Now Oakland comes forward. The best test as to whether the Hotel Oakland can meet the demand as headquarters of the N. E. A. in 1915 was made during the Bay meeting. All section meetings were comfortably taken care of under its roof. There is ample space to care for the general officers and for department officers of the N. E. A. We congratulate Manager Reiter that no word of criticism was heard at the Bay meeting.

As forecast in these pages, the State Board of Education gave ample time to the selection of the three
THE NEW COMMISSIONERS commissioners of education. In every case the individual has been in active service in California. All are well known from one end of the State to the other.

MISS SCHALLENBERGER

Dr. Margaret Schallenberger has for years been recognized as one of the prominent educators of the coast. Extensive training, experience of a most varied character in all grades of school work, unusual opportunity for advanced study and research in the problems relating to psychology and child development, all contribute to fit her for her task. She brings to her new position of Commissioner of Elementary Education a knowledge of conditions not only in California, but beyond our borders, where she is well known as a lecturer and writer.

MR. WOOD

No superintendent in the State is better known than Will C. Wood. His knowledge of elementary education and of the intermediate school problem will contribute materially toward effective work in the field of secondary education. With the school men and women of the State Mr. Wood has always been popular. His work on the California Council of Education has been constructive, notably that relating to the reorganization of the course of study. He was responsible for the first aggressive work done to place the Sierra Educational News upon a firm footing. He has tremendous possibilities in the field of secondary education.

MR. SNYDER

Dr. Edwin R. Snyder has had broad training and varied experience in general school lines and this, with his administrative experience, will serve as an excellent balance in his work in industrial and vocational education. It would be difficult indeed to find in the country a man better qualified for the position. His work at Columbia University was along advanced educational lines. He has had opportunities in normal school and professional training courses to come in touch with the most advanced ideas in industrial education, and he has pursued practical courses therein. This gives him a first-hand knowledge of his subject that makes him thoroughly at home in the field to which he is called.

These three commissioners can, by working together, accomplish much for the State of California. The elementary school problem can be handled to the best advantage only in close cooperation with the high school problem. Industrial and vocational education cannot stand aside and apart from all other desirable school work. If the possibilities for improvement by the close working together of these three fields of endeavor be met, our State may witness rapid strides in the next ten years.

The hands of these commissioners should not be tied. They must be looked upon as experts and given every opportunity to work out the plans which they will formulate. They must work in harmony with the Superintendent of Public Instruction. There must be no "crossing of wires." Unity of action must be had as between the State Board of Education, the Superintendent of Public Instruction and the commissioners. And every teacher in the State can do no less than give these commissioners hearty support.

The report of the Southern Section meeting, C. T. A., written by Miss Dole, and that of the Bay meeting, prepared by Miss Brookman, should receive careful reading. These reports

EQUABLE give in concise form and in broad outline the main

DISTRIBUTION features of these meetings.

In the report by Miss Brookman the following statement is found: "The Council (State) needs more equable dis-

tribution of its members. Southern California, which contributes only one-third of the teaching force of the State, furnishes half the members of the Council."

Southern California, in fact, furnishes much more than one-third the teaching force of the State. Representation upon the Federal Council, however, is not on the basis of number of teachers in a geographical zone. Such representation is based on the number of members in the California Teachers' Association, there being, aside from the president and secretary of each section, one representative for every 300 members or major fraction thereof.

Numerically, the C. T. A. is strongest in the south, and so long as this is the case the south will and should have the largest representation upon the Council.

The article in this issue by Herbert F. Clark on "A Plea for Greater Democracy in School Administration" should be read not alone by superintendents and principals, but by every teacher in the State who lays any claim to professional spirit. The school system *does not* belong to the superintendent. The familiar phrase "my teachers" or "my schools," shows a narrow spirit and restricted vision. The superintendent who does not invite criticism and suggestion from every teacher in the system does not understand the fundamental principles of administration. The superintendent should select teachers but his action should be passed upon by the board. No teacher should be "fired" without a proper hearing. The present scheme of organization is wrong. What the Editor of this magazine has called the *Advisory Council* plan would give justice to all concerned.

In brief, what is needed is a proper balance as between the centering of authority in a responsible head, and the delegation of power in the hands of associates or advisors. As the superintendent is always held for results his hands must not be tied. The school system will be efficient only as there is harmony of action on the part of all the elements in the system.

A PLEA FOR A GREATER DEMOCRACY IN SCHOOL ADMINISTRATION

HERBERT F. CLARK
Principal Olive Special School, Los Angeles

IN *The School Review* for September, appears a brief discussion concerning the relation the superintendent of schools does and should bear to the Board of Education. As suggested there, both the conditions existing in New York and Chicago, and the expressions from some superintendents themselves indicates that there is a growing breach between the superintendent's office and the Board of Education, especially as regards the selection and promotion of teachers.

The interpretation of the condition from the superintendents' point of view is that boards are loath to give the superintendent a free hand in selecting teachers. The board, according to the superintendents, are prone to consider teaching positions as half perquisites for relatives, etc. One superintendent writes, says *The School Review*, "I wonder in how many cities of 30,000 population and less, the superintendent is allowed to select his own teachers."

These expressions from superintendents show pretty clearly their attitude toward not only the boards of education but to the great body of teachers and the public in general. There is no doubt that superintendents hold difficult and in many cases unsatisfactory positions. There is need for a condition that will make for permanency and life devotion to the great problems of school administration. That condition is not going to be brought about by increasing the superintendent's self-assumed autocratic powers, but through a broadening of a larger spirit of democracy among the teaching force as a whole.

The superintendent's expression, "his own teachers," is fundamentally wrong, and at once arouses a spirit of indignation among all teachers who feel no ownership resting upon them except the claim of the boys and girls to whom they are devoting their lives. Some superintendents feel that the whole educational interests of a city, center in them, and them only, and that through them must percolate all the educational influences of the city. We often hear the figure that the teaching force is a great army and the superintendent is the general in

charge. If a teacher does not accept the leadership of the general in quiet submission, then her head is in danger. Then again, Dr. E. C. Moore of Harvard in a recent address before the teachers of Los Angeles likened the school system to a great modern railway train in which the superintendent is the engineer and the teachers merely passengers on the train.

To my mind there is a fundamental weakness in each of the above conceptions of our public school system. In the first place a public school system should not be under the domination of any one person. We need and must have, to be sure, authority, but what we need is group, not individual authority. Immanuel Kant's first conception of authoritative power in which he said, "The general will is the ultimate source of law," is the one which will stand the test of time. No superintendent of a public school system should be given the power to discharge teachers at will. Every teacher should have a fair hearing before an unbiased tribunal before being discharged from the service to which she has dedicated her life. The conception that superintendents should select their "own teachers" is an extremely narrow one and the modern spirit of democracy will have no more of it. It sometimes happens that a superintendent is given this power. The result usually is that he gathers round him a group of personal friends, places them in the best positions, sends out intimidating suggestions to the teaching force as a whole, and thus builds up a political machine to carry forward his own peculiar educational notions, and make himself and his friends secure in their positions.

The conception that the educational system is a great army is also weak. Military rule and military tactics dominate the army. War is the keynote of military practice. The rank and file of the army must accept absolute authority and surrender their identity in the army as a whole. But not so with school work. The schools are engaged in a constructive work of peace. The individual teacher is an all important element. The notion of war, of captainship is foreign to the atmosphere of the school room and should be foreign to a system as a whole. In the general the authority of government in warfare centers. In a school system, the superintendent should be educational service idealized. His strength must come from within the system, not conferred

on him from without. To use vested authority to intimidate, on a plea of educational service, is belittling to the office of superintendent and to the profession itself.

The analogy to a great railway train is also fundamentally weak. The engineer has nothing to do with the policies of the road. The real constructive work has preceded him. Iron rails guide him. He bears no relation to the passenger. The conductor is the manager of the train, and yet there is no analogy of relationship between the passengers and the conductor, and teachers and a superintendent. Dr. Moore's point was that there ought to be that explicit confidence in the superintendent that passengers usually have in the engineer. I am not so sure that the confidence rests in the engineer at all, but in the builders of the road, in the arrangement of the schedule, in the conduct of the train by the conductor. The engineer's life is in as much danger, if not more, than that of the passengers. The passengers have nothing to do with the methods and management of the train. They have paid a price for a mere privilege and placed their confidence before taking the train. But not so with teachers. Most of the teachers are in a school system when the superintendent arrives. They are there without his consultation and without his authority. They aren't mere passengers, but active participants in the management of the school train. On their activity and interest rests the fate of the whole system.

Nor can the use of such figures to encourage mere loyalty be justified. We want loyalty, to be sure. But we want loyalty to children and parents rather than loyalty to persons and positions within a system. Loyalty is an emotion that can't be forced. It must grow out of mutual and wholesome relationships.

What we need is the extension of the spirit of democracy throughout a whole system. The superintendent should not be the only school representative to appear before the board of education. Let them invite the presidents of the principals' clubs, representatives of the teachers' clubs, and keep open meeting to any and all teachers, say once per month, in an open manner so there can be no intimidating circumstances connected therewith. Let them invite conferences with teachers at certain office hours, and keep the path of approach to their doors always open, and free from obstructions. Why should a body

of 2000 teachers be forced through a narrow channel, via the superintendent's office to get an expression to the board of education? This method dams up a whole stream of helpful suggestions which might be of valuable assistance in the management of school affairs. To carry the figure further, when this stream becomes clogged up and the suggestions become stale, there is usually an overflow, and this overflow instead of being wholesome suggestions, becomes troublesome criticisms.

The superintendent might easily spread the principle of democracy through the system. Why can't a referendum vote of the teachers be taken on issues affecting a whole school system? Is their judgment of any less value because they occupy minor positions, or draw less salaries than the people in the superintendent's office. When policies are carried out by the superintendent's office, diverting large sums of money from the lower grades into other channels, leaving the primary rooms crowded, the kindergartens stranded, the elementary grades disorganized, isn't it time, the people affected most, have some say regarding the condition? Isn't the judgment of a social group as a whole a better foundation for social progress than that of an individual member? Modern scientific studies seem to show clearly that group progress is obtained only through organized group consciousness, and a group activity resulting therefrom. A study of social progress shows that where the leadership of some one member is followed very far, there is a social reaction which leaves the group stranded as it were, because of a lack of group strength as a whole. This often happens with school systems. A man, or woman, is chosen as the superintendent. He, or she, is given what is called "free rein" in the conduct of school affairs. The group mind is not consulted. An individual theory is carried out. In time the reaction comes; the leader goes elsewhere and the system is left to recuperate as best it can. The error has been primarily sociological and secondarily economical as well as educational. We must bring ourselves to realize that here is a group that must act as a whole, or its movements become inharmonious. All the elements of this group possess consciousness and initiative. There are none subordinate to others, but each to the whole. You can't say, here is the head, here the heart, and so forth, as Herbert Spencer was wont to do, but here is a moving, pulsating mass, the combined con-

sciousness of the whole determining its activities. The successful superintendent is the one who recognizes this great bio-socio-psychological fact and governs himself accordingly. Politically speaking it is the principle of democracy, demanding recognition. Educationally, it is the whole rather than any of the parts seeking legitimate expression.

We know, of course, that the teaching force is not the whole social group affected by the school system. There are the people and the children. The people express their social will in the election of the board of education, but this is not considered a sufficient expression in these days of extended democracy, as is evidenced by the organization of parent-teacher associations and the like. The field for the activities of the children is constantly being enlarged, so that children can express themselves more naturally and with greater freedom. In this plea for a greater democracy, we are not forgetting these two elements of the social group, but we are discussing the teaching and administrative force, as being a particular social group in which the principles of social democracy have much to do, and which cannot be an effective element in the growth of the larger whole unless controlled by such processes as are conducive to substantial growth and strength. This is a protest against autocratic authority in a public school system, against a classification of the fields of service that might indicate one as superior and one as inferior. It is a plea for loyalty, but for a loyalty to children and a holy cause. It is a plea for an educational vision that sees the educational problem as a whole. It is a plea for leadership born of educational service and supported by a confidence begot in comradeship.

U. S. COMMISSIONER TO BAY SECTION

My Dear Mr. Cloud: May I ask that you will kindly give to the members of the California Teachers' Association the greetings of the United States Bureau of Education and my hearty good wishes for a most pleasant and profitable meeting. Will you also assure them that it will give us great pleasure to serve them in any way we can at any time.

Yours sincerely,

P. P. CLAXTON, Commissioner.

REPORT OF THE COUNCIL OF EDUCATION SUBMITTED TO THE SOUTHERN AND BAY SECTIONS

E. MORRIS COX
President

DURING the year 1913, the Council of Education has had the double duty of watching the measures previously approved by the teachers' organizations in their course through the legislature and of preparing reports on other matters, which had been proposed for consideration and investigation.

The school legislation which held the especial attention of the Council's legislative committee were the bills relating to the State Board of Education, Retirement Salaries, and Local Taxation (Section 1840). The final results were the adoption of a state board bill almost wholly in accord with the Council's recommendations; a retirement salary law, and the retention of Section 1840 without any change. There was a flood of proposed educational legislation. Most of it was either useless or harmful. Our committee did splendid service in preventing approval of many of these proposed measures.

At the April meeting of the Council it was agreed that the various sections should be asked to make room on their programs for the consideration of matters reported to them from the Council and that so far as possible these reports should be rendered annually to the various sections. Hence we have this report both of what we have done and of what the Council proposes.

Reports were made to the Council at a meeting held in Los Angeles on December 13, 1913, by the following committees:

1. Vocational and Industrial Education.
2. Training in Ethics and Morals.
3. Relation of the State Board of Education and Its Experts to the Schools.
4. School Credit for Home Work.
5. Minimum Salary and Proposed Amendments to the Retirement Salary Law.

At this same meeting committees were authorized as follows:

1. On Codification of the School Laws.

2. On the Extension of High School Districts to the Whole State and the Simplification of High School Laws.

3. On the School Holiday Law.

4. On the Supervision of Rural Schools.

These committees, with two others which did not report in Los Angeles (Certification of Teachers, and Health Education and Supervision) will report at the Annual Meeting next April.

The Council recommend the extension of industrial and vocational education and has approved a proposed bill from the committee that is much in line with the one known as the Weinstock Bill which was before the Legislature three years ago. This measure provides for an additional appropriation of state money to any school giving any of the work defined in the bill as industrial or vocational as follows:

(a) For each pupil pursuing such work in grades below the seventh, five dollars per year.

(b) For each pupil in seventh, eighth or high school grade, twenty-five dollars per year.

We also recommend that the qualifications for certification for teachers of vocational work shall be the equivalent of two years' training in this special work in addition to two years in normal school or university and after July 1, 1917, a fifth year of school training or practical experience in the vocation in which certificated or one related thereto shall be required.

The Council recognizes the demand that the schools must be responsible for moral and ethical training. It also believes that great care should be exercised in establishing correct standards. The Council recommends that the State Board of Education have prepared a teacher's handbook on this subject. This book should in no wise be a textbook for pupils. It should be a guide to the teacher.

The recommendation of the committee reporting on the relations of the commissioners appointed by the State Board of Education to the schools, in which they advised that the functions of these commissioners be that of advisors to the State Board and investigators of school problems, was approved by the Council. The size of the State alone makes impracticable the idea that receives considerable stress in the law that these commissioners shall visit many of the schools of the

State. Besides many of the schools have much supervision. All schools can be helped by the investigation of many perplexing problems now pending.

The Council approved the report of the committee advising much more school recognition for work done out of school and recommends that outside work which is the equivalent of work provided for in the course of study be given credit toward promotion and graduation.

The Council believes it is best to discourage attempts to amend the "Retirement Salary Law" at least for the present. It, however, seems probable that two amendments which are desirable will be proposed from other sources. These amendments are approved as follows:

(a) That a provision be made to abolish from the law the two year restriction upon application for retirement.

(b) That a provision be made for the payment of the teacher's annual contribution in one payment instead of monthly and preferably from the last salary of the school year.

The proposal to request the State Board of Education to change its rule defining thirty years' experience so that the thirty years shall consist of not less than 180 months covering thirty school years, at least 90 months of which shall have been in California, was adopted by the Council.

Considerable discussion of a minimum salary law lead to the approval of a resolution recommending the adoption of a minimum salary law for the elementary schools. High schools were not included for the reason that only a small portion of high school funds are state funds, and further, that high school conditions are at greater variance than are elementary.

A resolution affirming the belief that Section 1840 (Local School Taxes) enacted by the legislature in 1909 has been of great benefit to the schools and commending the cordial support generally given it this year when under attack, was adopted. It was further approved that in order to make this section more helpful, the law providing for the amount of local school taxes to be levied should be so amended that the maximum rate shall be increased from 30c to 50c, provided that not to exceed 15c of this rate shall be levied for building purposes.

The Council further recommended that the law providing for the

county school tax rate be so amended as to increase the tax from \$13.00 minimum per average daily attendance to \$18.00 minimum per average daily attendance. More abundant revenues have become even more necessary because of the law making school buildings social centers, the establishing of kindergartens, the demand for industrial training, the recognition of the physical needs of children together with the need for better salaries and more desirable equipment of school rooms and grounds.

The Council at all times desires suggestions made either to the officers and committees or to individual members. The constant effort should be to discover those matters on which the teachers of California can speak with a united voice and can make our speech effective. On other matters on which there is not reasonable unity our voice as an organization should be silent.

REPORT OF THE MEETING COUNCIL OF EDUCATION,
CALIFORNIA TEACHERS' ASSOCIATION

ARTHUR H. CHAMBERLAIN
Secretary

REPRESENTATIVES of the California Teachers' Association met in the office of Mark Keppel, County Superintendent of Schools, Hall of Records, Los Angeles, Saturday, Dec. 13th, 1913, at 10:15 a. m., President E. Morris Cox in the chair. On roll call nineteen members responded as follows: Bay Section, E. Morris Cox, Oakland, Miss Agnes E. Howe, San Jose, A. J. Cloud, San Francisco; Central Section, F. G. Sanderson, Merced; Northern Section, Paul G. Ward, Red Bluff; Southern Section, H. M. Rebok, Santa Monica, Mark Keppel, Los Angeles, J. E. McKown, Santa Monica, L. E. Colley, El Centro, J. M. Rhodes, Pasadena, Miss Carrie Coddington, San Bernardino, J. H. Francis, Los Angeles, Jas. E. Reynolds, Ventura, H. H. McCutchan, Long Beach, Duncan Mackinnon, San Diego, Mrs. S. M. Dorsey, Los Angeles, J. A. Cranston, Santa Ana, Hugh J. Baldwin, San Diego, C. H. Covell, Redlands.

The minutes of the annual meeting April 24, 1913, as read by the secretary were approved. President Cox spoke of the work to come

before the Council through reports of its seven committees, and emphasized the necessity for four new lines of investigation, namely: 1. Codification of the School Laws; 2. Extension of the Provisions Concerning High School Districts to the Whole State and the Simplification of High School Laws; 3. School Holiday Law, and 4. Supervision of Rural Schools. The Council then proceeded to hear the reports of committees, the president stating that if no objection was offered the first order of business in the afternoon would be the consideration of the report on the Relation of the State Board of Education and Its Experts to the Schools.

PROPOSED VOCATIONAL BILL

J. E. McKown, principal of the high school, Santa Monica, chairman of the Committee on Vocational and Industrial Education, made a report which, after extended discussion and modification, was adopted section by section. In framing the bill the committee adhered as closely as possible to the main features of the Weinstock bill of three years ago. It was shown that whereas the present bill included the word vocational, the Weinstock measure had for its caption "An Industrial Bill." Another considerable difference was the reduction asked per pupil in the seventh grade and above from \$50 to \$25 and below the seventh grade a reduction to \$5.

In the consideration of this report the question of including the commercial branches in the proposed vocational bill brought on a lengthy discussion. Assistant Superintendent Grant Karr of Los Angeles was accorded the floor and spoke in the interest of commercial work, advising that it be included as vocational work. A preliminary vote was taken as to its inclusion, the vote being in the affirmative. On motion, this part of the report was referred to a sub-committee to report in the afternoon.

That portion of the bill relating to the training of teachers was considered at length. Mrs. Dorsey argued for the same preparation for teachers of industrial and vocational work in the high school, as for other high school teachers. Dr. R. G. Boone, who was present on invitation, was asked to address the meeting. Dr. Boone said we must guard against securing teachers not thoroughly prepared; that a teacher of agriculture for example must not only know his subject from a prac-

tical standpoint but as a social force. This means a well trained teacher. At the same time Dr. Boone thought it would be better to get teachers with four years' training above high school, two years of which was special work, than to have the public think that people are turning away from school because industrial courses are not offered. He said the University of California could not supply the demand for trained teachers.

Mr. Cranston suggested that the difficulty we were now experiencing in securing trained teachers should be obviated by setting the higher demand at some date after 1915. Mr. Keppel read from the Los Angeles County requirements, showing that eight years of training above common school was required for high school certification in industrial lines. Mr. Ward asked the question as to whether teachers holding general high school credentials and having had experience in manual training are eligible as teachers. Many such are now giving instruction in this field. It was understood that those now in the work would not be affected. President Cox spoke of the danger in eliminating the feature of experience and demanding only academic foundation. Mr. Karr spoke strongly on the side of experience as opposed to symbolism or theory. Mr. Baldwin favored the practical man over the one specially trained in college lines. Mr. Rebok advanced the idea that teachers of vocational and industrial subjects must have an investment in time and money equal to that made by academic teachers. In other words, the academic standard need not be raised, but the investment in the particular field of human activity is necessary. It was moved that a sub-committee of three, composed of Mr. Rebok, Mrs. Dorsey and President Cox consider this portion of the bill and report later. On motion of Mr. MacKinnon the section was adopted with this suggestion.

In the discussion of section 2, Mr. Keppel found himself opposed, saying that the bill prevented the introduction of industrial education unless by petition. He said the plan if carried into effect means another system of education for California and what was needed was a single system. Mr. Rebok contended that no antagonism existed, that the industrial feature was simply included with the other lines of work and would produce a uniform school system. He freely admitted that Mr. Keppel was right in assuming that the committee desired to

secure money to further the work. Mr. Ward thought the proposed bill should be reported to the various sections as a council measure. Mr. Cox said it was Col. Weinstock's opinion that the matter of expense made necessary a special fund to induce districts to come in, and L. E. Armstrong, who was accorded the floor, emphasized this point. Mr. Cooley thought the smaller districts where less than ten individuals desired the work should be given consideration. Mr. Baldwin moved an amendment striking out the "petition" and "number ten" provisions and simply stating that school boards *may* establish, etc. Motion carried. Mr. Keppel said that what was needed was a county board elected by the people, they instead of the supervisors to secure finances.

STATE BOARD

The afternoon session met pursuant to call at 2 p. m. Mr. Cloud, as chairman of the committee on the Relation of the State Board of Education and Its Experts to the Schools, presented his report. Mr. Rebok moved that the committee be thanked for the clear exposition made and the secretary was instructed to transmit copies of the report to the State Board of Education.

VOCATIONAL EDUCATION AGAIN

The report on Vocational Education was again taken up, the committee on revision reporting that there were several reasons for not including the commercial branches under the vocational head. These subjects are now widely taught and in the opinion of the committee it is difficult to discriminate between those commercial lines that should and those that should not receive state aid. It was suggested that the original wording of the bill be retained. Mr. Keppel moved that the report be adopted. He believed that the attitude of the teachers was the matter of chief consideration, that \$50 would be sufficient to establish agricultural work, and that commercial work is vocational. Mr. Karr pointed out that he was thinking of commercial work not in a vocational sense, but in the line of commercial efficiency. The distributing problem is left out in the discussion of industrial, agricultural and household topics. Production and consumption when considered alone are useless. They must be related to distribution. He favored an adjustment so that when in ten years from now we have an entirely new

idea of the industrial, our people can meet the new demands. The school he says must cost more, not less. Mr. Rebok said the proposed law takes care of the shop, home and farm. The commercial lines take care of themselves. Reduction from \$50 to \$5 would carry the bill. Mr. Ward said that all, not the few only, must take vocational work, and moved that the former be included. Motion lost.

The section regarding certification was amended to the effect that the equivalent of two years of training, plus two years of college or normal work and, after July 1, 1917, a fifth year of school training or training in practical experience in his vocation or a related vocation, is necessary for a vocational teacher. The section was adopted as amended.

Section 3 was adopted by eliminating the number ten and leaving the matter open to any district. Section 4 was left to the committee to arrange. Section 5 was adopted as presented. Section 6 was amended by striking out the word "first." Section 7 was adopted. Section 8 was referred to a committee to reconstruct with suggestion that the State Board of Equalization shall provide a sufficient amount, etc. Section 9 was adopted after amending so that March and September were substituted for July and January, thus conforming to the present law. Sections 10, 11 and 12 were adopted. Mr. Rhodes moved the adoption of the report as amended. Motion prevailed. Mr. Keppel moved that the bill be revised at the discretion of the committee, but not so as to impair its integrity.

OUTSIDE CREDIT

Mr. Baldwin presented the report of the Committee on School Credit for Home Work. He said that the credits were now averaged, as many of the best students do not need the credits; that the plan dignified labor and created an incentive to do the best work; that under the plan teachers visited the homes more than before. Mr. Cooley spoke in favor of the plan and Mr. Cloud stated that for more than two years credit toward graduation had been given in the San Francisco schools for outside work in music. Mr. Cox queried as to whether schools should not recognize toward graduation any outside work of a proper character. Miss Howe asked whether or not chil-

dren get the idea that they must be paid for everything done around home. On motion of Mr. MacKinnon the report was adopted.

MORAL TRAINING

The report from the Committee on Professional Ethics and Morals was made by Miss Howe. She stated that the committee had omitted special mention of professional ethics, confining attention to moral training. The report advocated the preparation of a book for teachers. A textbook for pupils is not desirable. Mr. Keppel advanced the idea that the teacher is the chief influence in the school. On motion of Mr. Cloud, the report was adopted.

In the absence of Mr. Wood, chairman of the Committee on Certification of Teachers, the report was left to the April meeting.

MINIMUM SALARY

The Committee on Minimum Salary and Proposed Amendments to the Retirement Salary Law reported through the chairman, Mr. Keppel. It was stated that California has at least as good a law as has any state and that many teachers were coming forward voluntarily. So far as pensions were concerned two suggestions were made for possible amendments: one to the effect that the two year clause be stricken out, and the other providing for one annual payment by teachers. This portion of the report was adopted. That portion dealing with a minimum salary for elementary school teachers was adopted. The remainder of the report being withdrawn, the committee was continued to report at a future time. It was the opinion that under existing conditions, the exact minimum for elementary school teachers could not be fixed by the committee and that the time was not yet opportune to suggest what should be the minimum for high school teachers.

The Committee on Health Education and Supervision, through Chairman H. H. McCutchan, requested that on account of the lateness of the hour, the report be waived and copies be sent by mail to the members. This was allowed.

Mr. Baldwin moved that the committees suggested by President Cox be appointed and reports made at the next meeting. Motion prevailed. Suggested by Mr. Keppel that we petition the state board as to what constitutes a year of experience in consideration of the retirement act. He suggested that for the first ten years of experience, four

months or more might constitute a year, for the second ten years five months or more and for the third ten years six months or more. Miss Howe questioned that anything more be required than a total of 180 months extending over 30 years. It was decided that the action of the Council be communicated to the teachers at the Southern Section meeting. A special committee composed of Miss Howe and Mr. MacKinnon was appointed to report upon the matter of pensions.

RESOLUTIONS

The following resolution was then introduced by Mr. Covell: "Resolved, that the Council of Education and the entire educational interests of the state have lost in the death of Mr. T. J. Phillips, a congenial associate, a member of great ability and a true man. Resolved further, that this resolution be sent to Mrs. Phillips as a token of our esteem and an expression of our sorrow and that a copy be entered in the minutes of this organization." Resolution adopted.

The following was introduced by Mr. Keppel and adopted: Whereas, Section 1840 of the Political Code has been of immense value to the schools and the cause of education; now therefore, be it Resolved, that we thank the Legislature of the State of California for its refusal to repeal said law.

Mr. Keppel moved further, That the maximum rate of taxation be increased from 30c to 50c, provided that not more than 15c of this rate shall be used for building purposes. Motion carried.

Resolved, That the county tax rate be increased from a \$13 minimum rate to an \$18 minimum rate per unit of average daily attendance. (Originating with Mr. Keppel.) Resolution adopted.

The special sub-committee on retirement salaries appointed by the chairman reported through Miss Howe as follows: Resolved, That it is the sentiment of the members of the California Council of Education that we earnestly request the State Board of Education to interpret the retirement salary law regarding term of service as follows: That each teacher in order to benefit by the law shall have taught 180 months extending over a term of at least 30 school years, ninety months of which service shall have been spent in California, without reference to number of months taught per year. Resolved, That a copy of this resolution be immediately forwarded to the members of the State Board of Education and that the secretary of the Council

of Education notify the said Board of Education that the above resolution will be submitted to the other bodies of this organization for action. Adopted on motion of Mr. Cloud.

The following resolution was introduced by Mr. Chamberlain:

Resolved, that we sanction the effort made last July at Salt Lake City to secure for Oakland and California the National Education Association and International Congress of Education in 1915. That concerted action may result in securing a large delegation at St. Paul July next, at which time it is expected the N. E. A. will ratify the action taken last year, all those expecting to attend should notify the secretary of the C. T. A. at the earliest possible date. Motion prevailed.

On motion the Council adjourned.

REPORTS OF COMMITTEES

AN ACT TO PROVIDE FOR VOCATIONAL EDUCATION AND APPROPRIATING MONEY THEREFOR

SECTION 1. Instruction and training may be given in Industrial Education, Agricultural pursuits and Household Economics in the public schools of California.

For the purposes of this act, Industrial Education shall include drawing and design of any character, the usual constructive work, sloyd, manual training, applied art, and shop or laboratory work which has for its object industrial advancement. Household economics shall include sewing, cooking, domestic art, domestic science, housekeeping, sanitation, nursing and similar courses having for their object the betterment of living conditions in the home. Agriculture shall include agriculture, horticulture, gardening, dairying, stock raising, farm architecture, applied science, and allied subjects having for their object greater efficiency in farming.

In the first six grades the instruction shall be general in its character, and may be given by the regular teachers. Beginning with the seventh grade and extending through the high school the instruction shall be frankly vocational in character, and the student should be encouraged to specialize on the vocation of his choice. This work in the upper grades demands specially trained teachers. The equivalent of two years' training in his special field in addition to two years of college or normal work, and after July 1, 1917, a fifth year of school training or practical experience in his vocation or one related

thereto, shall be the minimum requirement for a teacher of these subjects above the sixth grade.

SEC. 2. Instruction in the subjects mentioned in Section 1 may be given whenever the governing board of the district shall so determine.

SEC. 3. It shall be within the power, and it shall be the duty, of the county superintendent to call a meeting of the proper authorities to consolidate, when he shall deem the same advisable, two or more school districts for the purpose of furnishing instruction in industrial education, agricultural pursuits, and household economics, but for all other purposes such districts may remain separate and distinct.

SEC. 4. The superintendent of schools of each county shall, on or before the first day of August of each year, report to the superintendent of public instruction the number of districts over which he has jurisdiction in which instruction has been given in one or more of the subjects mentioned in Section 1; and if in any district, instruction in the work of the fourth, fifth, and sixth grades has been continued for one year or more, the number of pupils therein who have given at least two hours per week of their school time throughout the year to the pursuit of these subjects; and if in any district, instruction in the vocational work of the seventh grade or above has been continued for one year or more, the number of pupils therein who have given at least eight hours per week of their school time throughout the year to the pursuit of one of these subjects; provided that half of the time devoted to this vocational education may be spent in the shop, factory, field or home, and school credit allowed for it when certified to satisfactorily to the principal.

SEC. 5. Upon the establishment of instruction in these subjects in any district, the governing board thereof, if sufficient funds are not available to cover the year's expenses, shall, on or before the fifteenth day of August following, call an election, in the same manner as other elections are called for voting a district school tax, to vote a tax sufficient for the erection of buildings and for the equipment and the maintenance of such instruction. All proceedings for levying and collecting such tax shall be the same as is provided for the collection of a special district school tax.

SEC. 6. It shall be the duty of the state controller annually (as provided in Section 1760 of the Political Code), between the tenth day of August and the first day of September, to certify to the state board of equalization the amount of money that shall be levied for providing instruction in industrial education, agricultural pursuits and household economics in the elementary schools of the state.

The basis of determining said amount shall be as follows:

1. For each district that has during the preceding school year

furnished instruction as provided in Section 1 for the fourth, fifth and sixth grades, the sum of five dollars shall be appropriated for each pupil who has devoted at least two hours per week of his school time throughout the year to this work.

II. For each district that has during the preceding school year furnished vocational instruction as provided in Section 1 for the seventh grade or above, the sum of twenty-five dollars shall be appropriated for each pupil who has devoted to one of these vocational subjects at least eight hours per week of his school time throughout the year or four hours at school and four outside, as provided in Section 5. It is understood that no pupil shall be counted more than once even though he take more than one of these subjects.

Said amounts shall be determined upon the statistics relating to such education as certified to the controller by the superintendent of public instruction. These amounts are to be appropriated in addition to such other amounts as are otherwise authorized by law, and may be used for the payment of teachers' salaries, furnishing materials, and general operating expenses of these courses.

SEC. 7. The state board of equalization shall annually appropriate sufficient funds for the support of vocational education in conformity with the provisions of this act. The money thus provided shall be paid into the state treasury and segregated into a separate fund hereby created, to be known as the "State Vocational School Fund."

SEC. 8. The state controller must keep a separate account of "the state vocational school fund," and must on the first Monday in March and on the first Monday in September, of every year, report to the superintendent of public instruction a statement of all moneys belonging to the said fund. He must draw his warrant on the state treasurer in favor of the treasurer of any county, or city and county whenever such treasurer presents an order drawn by the superintendent of public instruction against the state vocational school fund, and the state treasurer is hereby authorized to pay the same.

SEC. 9. All moneys apportioned to any elementary or secondary school under the provisions of this act shall be kept by the county treasurer receiving the same, in the special fund of the elementary or secondary school district to which the same is apportioned. These said funds shall be paid out upon the order of the governing board of the district the same as other funds of the district for similar purposes.

SEC. 10. On or before the first day of August in each year the superintendent of public instruction, with the advice and consent of the commissioner of industrial and vocational education, shall certify to the state controller the name of each school district, and the county in which the same is situated, that has established any courses of instruc-

tion under the provisions of this act and is entitled to receive its share of the state vocational school fund.

SEC. 11. If the superintendent of public instruction shall withhold or refuse to include any such school district that has heretofore maintained courses in vocational education, the facts and reasons therefor shall at the time of delivering said certificate to the state controller be reported by the superintendent of public instruction to the state board of education, who, thirty days before the time fixed for the next apportionment of the vocational school fund, shall either affirm or reverse the action of the superintendent of public instruction thereon, and its decision shall be final. Pending the action of the state board of education, the amount withheld from said district shall be kept separate and apart from other funds.

J. E. MCKOWN, Chairman.
DUNCAN MACKINNON,
HORACE M. REBOK,
JEREMIAH RHODES,
MRS. LULU WHITE OSBORNE,
C. E. BIGHAM,
F. K. BARTHEL,

Committee.

RELATION OF THE STATE BOARD OF EDUCATION AND
ITS EXPERTS TO THE SCHOOLS

Your committee has thought it best in this report to exclude from consideration the subjects of vocational and industrial education and certification of teachers, even though they be incorporated in the general theme, for the reason that those subjects have been assigned specifically to other committees of this body.

We shall confine ourselves therefore to a discussion of (a) the general character or type of the newly created State Board of Education, (b) the position of the State Superintendent of Public Instruction in the new system, and (c) the functions of the Commissioners of Elementary and Secondary Education.

To do so effectively, we find it necessary first to contrast the present statute with the one that has been repealed. We have carefully examined as they now stand Sections 1517 to 1521 inclusive of the Political Code by which the State Board of Education is legally established, and submit the following as an abstract of the principal differences between the new law and the old, assuming that all here assembled are reasonably familiar with the latter:

1. The Board of seven lay members appointed by the Governor,

organizes by electing its president, meets every three months, and takes action by a majority vote of the whole.

2. It appoints three commissioners, one each for elementary, high, and vocational education, whose duties are to visit the schools in their departments, investigate the conditions, and make recommendations regarding the courses of study and other professional matters as they deem fit and proper.

3. The State Superintendent is not a member, but the secretary and executive officer of the Board, with power to assign duties to the three commissioners, under direction of the State Board.

4. The Board adopts rules and regulations for all schools receiving State money, except the University of California.

5. It must study the needs of the schools, make plans for the improvement of the school system of the State, require reports from the commissioners and the State Superintendent, make a report to the Governor before the meetings of the legislature, and MAKE RECOMMENDATIONS FOR EDUCATIONAL LEGISLATION.

6. With regard to textbooks the Board will apparently act as a whole, with the help of expert assistants, since no provision is made for a textbook committee as such. It must supervise printing, make contracts, fix prices, determine royalties, etc.

These are in brief the main provisions of the new law. To determine first the general character or type of the existing State Board of Education, we accept the pronouncement made in a committee report to the Scholia Club in March of this year, before the Legislature had acted, in which it was declared that

"The work of such a board (i. e. State Board of Education) may be distinctly political, autocratic, or democratic", that * * *

"the function of the State Board of Education should be distinctly *democratic*, and that it should employ every means of furnishing enlightenment to and securing the co-operation of local school authorities."

Reference to the abstract of the present law just read, particularly to those parts which deal with the immediate contact between the Board (through its experts) and the schools, establishes the fact that the system thus organized is democratic in the broad sense of the term.

In effect, though the recent legislation brings about a greater degree of centralization of supervisory authority than ever known before in California, yet the basic rock of educational liberties—local administration—is not disturbed. The important function of the Board is that of determining the broad policy on which the schools of the state shall be conducted. The power delegated to the Board is of an advisory and recommendatory character, not autocratic or despotic. It

is plain that though enlarged state direction of public education is contemplated by this law, yet state monopoly of public education is not contemplated, for indeed that is an idea repugnant to the sentiment of our people. The principle of co-operation between the state and the local unit, to the end that all the children of the state may be assured at least equal educational opportunities and privileges, is far too well established in California, dating from the era of the immortal John Swett, ever to be displaced.

We may add that this enactment is in complete harmony with the broad policy not only of California, but of the nation, in legislation in late years upon a multitude of other economic and social problems—labor questions, health and sanitation, control of public and semi-public utilities, for example—in establishing a centralized supervision over these matters.

The only section of the law that might appear to invalidate the conclusion that the underlying principle of the system is democratic is the one that authorizes the Board to adopt rules and regulations for all schools receiving state money (except the University of California); but this section carries with it a restriction that such rules and regulations shall not be "inconsistent with the laws of this State," thus reserving ultimate control in the legislature and courts; and, also, it is fair to assume, such rules and regulations would be adopted only after a study of the needs of the schools and would meet their requirements, hence proving truly democratic in spirit and method.

To pass now to our second consideration, we find that notable additions to the powers and duties of the State Superintendent of Public Instruction have been made in the new law. As "the executive officer" of the Board, it becomes his duty "to execute, under direction of the Board, the policies which have been decided upon, and to direct, under such general rules and regulations as the State Board of Education may adopt the work of all assistant superintendents of public instruction, and such other appointees and employees of the Board as may be provided by law." This officer is thus thrown into very vital relationship with the schools of the state; the office is made capable of becoming one of great dignity and consequence. Yet, in our opinion, the State Superintendent's actual influence is a matter dependent very largely upon the reciprocal attitude of himself and the State Board of Education.

This statement, of course, does not apply to those rights of the Superintendent of Public Instruction which are embodied in the Constitution—which, such as they are, being unchanged, continue as in the past.

Our final topic—the powers and duties of the Commissioners—

may be grouped under two heads: (1) Visitation and inspection of schools; (2) investigation and recommendation.

With respect to the first head, it is our opinion that the law lays too much stress upon physical visitation of the schools of the State by the Commissioners. Those of us who have had experience in school inspection work in a single county or city will recognize at once that it is beyond the power of man (or woman) to perform faithfully the inhibition of the law in its literal reading, viz., to "visit the (elementary, or secondary, or industrial and vocational) day and evening schools of the several counties of the State." Unless a large staff of subordinate agents for this purpose be provided, we opine that it would be the part of wisdom for the State Board to reduce visitation to a minimum, in order that the time and strength of the Commissioners may be conserved for more important uses. We may even go further and declare that, no matter how many agents may be employed for the purpose, visitation is of little or no value except when made in pursuit of definite data in carrying on a specific inquiry or investigation. As such data can be acquired through inspection of selected schools, representative of given conditions, we propose that a minimum of visitation by the Commissioners be fixed by the State Board and that such minimum be that of visitation to typical schools only, as just set forth herein.

It is from the work under the second head—investigation and recommendation—that the greatest service can be performed to the schools of the State by the Commissioners. It is for the achievement of true service here that we would have the Commissioners liberated from the exactions of indiscriminate visitation. Those charged with the educational supervision and direction of the schools must be given the greatest latitude and power of initiative possible. Supervision should not be narrow and arbitrary. To be effective it must be liberal and broad-minded, sympathetic and tolerant; it must unite and not disrupt.

The machinery for establishing such educational supervision and direction is already constructed. As is said in a recent report of a committee of the Scholia Club "the present system of teachers' and trustees' institutes seems to be a desirable means by which the investigations of the Commissioners may be presented to the school authorities." It may also be observed that New York has an organized system of conferences between the state educational officials and the local administrative authorities and teachers wherein plans for improvement are discussed and conclusions derived; and this plan has been very successful. In this connection we suggest the holding of Superintendents' Conventions, High School Principals' Conventions, and

County Institutes, under the guidance of the Commissioners in consultation with the local administrators. Such conventions might be alternated with university or college or normal school summer session programs, or the latter be substituted entirely for the former as in Massachusetts. Furthermore, educational problems and discussions should be brought home to the people through district meetings. Conventions, institutes and district meetings, and their proceedings should be given the widest publicity, to the end that the people may pass intelligent judgment on the work.

As a further agency for the gaining of publicity, the state office should issue periodical bulletins to be sent to all those engaged in teaching and supervision, and to the press. It cannot be doubted that official sources of information, sufficiently free, will prove of exceptional worth in gaining popular support of progressive school measures. The franchise in school matters should not be taken from the people, but they should be educated to make the wisest use of it.

Another undertaking of very great importance in the domain of investigation by the Commissioners would be a study of school conditions outside of California by correspondence, and well-directed visitation. How often has it happened that a given section of the country or a given system of schools, ignorant of what has occurred elsewhere, or unwilling to profit by it, insists on trying out policies and methods which have been conclusively discredited. Our community might well have the advantage of acquainting itself, through the investigations of these state experts, with the accumulated experience of Massachusetts, and other older States of the Union. We might thereby learn what is intrinsically sound, feasible and transplantable in their experience, as well as that which is already outworn and unworthy of imitation.

We have in this State uniform laws regulating the machinery for operating the schools, such as a uniform basis of apportioning state school funds and retirement of teachers on annuities. We have laws prescribing uniform conditions in respect to local supervision, to compulsory attendance, and to the physical equipment of the schools, such as sanitation, heating, lighting and ventilating. We have a law prescribing a minimum state list of subjects of study to be followed in the elementary schools; we have free state text books in nearly all these subjects.

Now, since the State of California has commanded all children within certain ages to attend school, how can it escape the further obligation of planning for them the broad outlines, an irreducible minimum, if you please, of the school work they are to do? We are advised that forty-four states now issue and supply to their schools a

COMMITTEE REPORTS—CREDITS FOR OUTSIDE WORK

state syllabus, among the most recent being conservative Massachusetts. Of the forty-four states which issue a state syllabus, the use of the syllabus is mandatory under the law in twenty-four, while, in the remaining twenty states, although its use is optional, the local school authorities have very generally adopted it. Local authorities should also of course possess the power to provide such additional educational facilities for their locality as the wealth, the commercial needs and opportunities, the social and intellectual attainments and the sentiment of their people will support.

It is not contended that a rigid uniform course of study should be required in every school of the state, or even in all the schools of its larger cities. Nor is it even suggested that the formation of a state syllabus should be proceeded with in such a way as to weaken the elements of self-reliance, originality and enthusiasm among teachers, so essential to vital and efficient classroom instruction. This State Teachers' Association, through committees of teachers of recognized weight in the several departments of instruction, can prove of much assistance to the Commissioners in forming such a standardized State Course of Study.

Another problem of moment for the experts of the State Board to grapple with is the codification of the State School law. All school officials will at once concur in the statement that such codification would prove of great benefit to school people in general and to the public at large.

Thus, Mr. President and Councillors, having striven to show that California's new system is fundamentally democratic; that the State Superintendency has been enhanced in dignity and consequence by the recent legislation; and that the Commissioners will have an unequalled opportunity to be of service to the State, your committee puts its findings before you for discussion and action.

A. J. CLOUD, Chairman.

CREDIT FOR WORK DONE OUTSIDE OF SCHOOL

Fulfilling the wishes of this organization, your committee sent communications to the heads of departments of large manufacturing and commercial interests, to managers of railroads and educational institutions, requesting information on lines of work upon which you wished a report. Not only were the circulars answered promptly, but, in many cases, the answers were remarkable. Some of them suggested

in definite language how outside activities might be made harmoniously supplemental to our regular school work, better articulated therewith than had been planned.

Naturally a great variety of opinions was obtained. In the compilation of these opinions it was discovered that a large majority endorsed the philosophy of connecting the public schools directly with the industrial activity of children outside of school hours.

Many strong reasons were given; one of the most potent was that the innovation would change the present attitude of the average person towards labor—in other words, to dignify the labor of the land, to honor and respect the woman who can prepare nourishing food in the kitchen or the man who can contribute to the world's wealth from his garden.

Another strong thought from this compilation of opinions resulted in the contrast between the systems of American and German polytechnic or manual training education. The German schools secure the co-operation of the factories and shops and stores where there is particular industrial training given, all without cost to state or municipality for the tuition. On the other hand, in the United States, the only manual training that has been attempted by the school authorities has been at greater expense to the people.

In communities where there is no special educational industrial training the subject of this committee work is very important. "Outside Activities," or credit on school reports for work done by school children at home, has now a place in the course of study of San Diego County. The plan has passed from the experimental stage, having been given a thorough tryout in all the schools. From all parts of the county reports have come full of enthusiasm telling of the excellent working of the plan. To be sure there are a few adverse reports. We find that communities largely Mexican in complexion evince little interest in the plan.

It is pleasant to quote some of the reports of teachers who have earnestly put the credit plan into effect and who are taking pains to secure co-operation of the parents, as to the value of these "activities" which are, after all, a substitute for the manual training and domestic science of the cities.

"I believe it is a fine thing for our schools."

"My trouble is that pupils and parents report more credits than the rules allow. Can there be a better than 100%?"

"It tends to bring the home closer to the school."

"Practically all the pupils in my 5th, 6th, 7th and 8th grades ask for credits now."

"My pupils beg of me to allow them the privilege of doing much

of this work in school after their other work is done. May I be allowed to permit this?"

"I think it makes the school self-governing." (In-school manual credits.)

"The child that works at homely duties is very apt to apply himself at school."

"Most children in the country do some extra work anyway, and by giving them credit for it we make them feel that they are working for something worth while."

"We often use the work at home for language lessons, both oral and written, and in that way I keep constantly in touch with the homes."

"All the children above the third grade asked for and are receiving credits in this work."

"Children are stimulated by the credit plan."

"Works very well in the eighth grade since graduating credits are given."

"Most of my pupils do more than the 20 credits per month allowed. One of the first grade boys did 19 credits-worth, another did 15. They often tell me what they have done to help mother."

"The pupils evidence a desire to do what they can for improvement of school grounds and buildings, and to help at home."

"The children seem interested and understand the value of credits."

"I do not think the outside work has any bad effect on the regular school work."

"Personally I approve this method and can see much good from it."

"Find the children are apt to claim credit for an incredible amount of work."

"This plan of accrediting outside work is very good."

We, your committee, recommend the recognition of all industrial activities of the school children outside of school hours.

HUGH J. BALDWIN, Chairman.

REPORT OF THE COMMITTEE ON PROFESSIONAL
ETHICS AND MORALS

1. The committee heartily endorses Sections 1 and 3 of the report for 1912 and further recommends that a course in ethics (morals and manners) be made a part of the required work in the curriculum of all the state normal schools.

2. We suggest that the legislative committee be asked to prepare measures to submit to the next Legislature of this state, embodying the measure noted here and that of number two of the report of 1912.

We recommend that the duty of providing a course in ethics for use by the teachers be prepared under the direction of the commissioners for the elementary and secondary schools respectively. The book is not to be considered as designed to minimize the effect of example, but to give dignity to the work.

AGNES HOWE, Chairman.

REPORT OF THE COMMITTEE ON MINIMUM SALARY AND PROPOSED
AMENDMENT TO THE RETIREMENT SALARY ACT

To the California Teachers' Association:

Your Committee on Teachers' Retirement Salary Law and Minimum Salary Law respectfully reports as follows:

1. We are opposed to any substantial changes in the present retirement salary law except in the following particulars:

1st. We favor the removal of the prohibition against teachers of 30 or more years of experience who have not taught for two or more years preceding June 16, 1913.

2d. We favor the payment of the teachers' monthly contribution in a lump sum each year, preferably from the February warrant of the year.

3d. We believe that a minimum salary law should be enacted for the elementary schools. We are undecided as to the secondary schools.

MARK KEPPEL, Chairman.

At the annual Trustees' Meeting recently called at Hanford by Supt. Mrs. Davidson of Kings County, there appeared upon the program Principal Harry M. Shafer of the Hanford High School, Principal W. D. Banister of Lemoore High School and Homer C. Wilson, supervising principal, Hanford.

Miss Agnes Howe, for many years connected with the State Normal, San Jose, has been appointed as head of the training school there, to succeed Dr. Shallenberger. Miss Howe as teacher, as member of the Council of Education, as President of the Bay Section, C. T. A., has gained the confidence and esteem of every educator in the State. The selection is a wise one.

Prof. S. E. Coleman, Head of the Dept. of Science in the Oakland High School, has issued a folder concerning plans and equipment for high school buildings which will prove of interest to architects, boards of education, etc. Mr. Coleman is prepared to give sound advice along these lines.

REPORT OF CALIFORNIA TEACHERS' ASSOCIATION, SOUTHERN SECTION

SARA L. DOLE

A GREAT audience assembled in the largest auditorium of Los Angeles for the first meeting of the California Teachers' Association, Southern Section, Wednesday evening, Dec. 17. When President Rebok struck his gavel, he opened what was to be the largest and most successful meeting in the history of the Association. Nor was this success due entirely to the ability of the speakers or to the leadership of the officers, although both were of a high order. The fact remains that it is the interest of the individual member which inspires these great gatherings; it is their growing participation in its responsibilities that gives them vitality. There has been a remarkable evolution in the history of this Association, from a time when teachers went to institute and sat through the meetings because they were paid for it, to the spontaneous and enthusiastic audiences of today.

The next step in the evolution of the Association is already apparent, and that is the awakening of the patrons of the schools to its significance and usefulness. Not frequently in any city does a trained body of experts, 3,000 to 4,000 strong, meet to discuss problems of national importance; when it does occur, such an event puts the Chamber of Commerce in an hospitable flutter, commands the daily attendance of the Mayor, and elicits headlines on the first page of the daily papers. But the American people, with happy optimism, have hitherto taken the eventual successful outcome of the American child on faith, and have had the somnolent Scotchman's confidence in his teachers' orthodoxy. Today, the names of the Congress of Mothers, and the Parent-Teachers' Association appear on the Association program; the State Superintendent of Temperance Instruction presides over one meeting, and the president of the largest woman's club in the city discusses "co-operation" at the luncheon of the Los Angeles City Teachers' Club.

SPEAKERS

"All education is vocational," said Supt. Francis at one of the section meetings and sounded the keynote to the professional discussions of the meeting. The speakers from outside the membership were

splendidly fitted to supplement each other. Dr. John Henry Gray of the University of Minnesota, a great scholar who knows how to apply his knowledge to national practice, was the speaker of Wednesday evening. His kindly, youthful face formed a strong contrast to the uncompromising message he brought of the failure of the school system of the past to meet the needs of either industrial or political democracy. His opening address was a masterly review of past economic and social changes necessary to understand in order to appreciate the weaknesses in our present school system, and to learn how to shape it for the future. If his message lost somewhat of novelty in Southern California, thanks to our advanced leaders in education, it lacked no whit in force or dignity. In later lectures, Dr. Gray showed how men had been interested neither in living nor learning how to live since the Industrial Revolution, but in exploiting the material world; he pointed out the impossibility of a return to the old apprentice system, the discontinuance of which has worked such dire results to industry and to the worker. Upon the public school, the sole great social institution remaining, rests the necessity to undertake vocational instruction to replace it.

Supt. Chas. S. Meek of Boise, Idaho, tells a story of socialization through the public schools that is of immense value in this connection and which is making history in Idaho. Mr. Meek says that industrial education is sure to come soon; the question is, shall it be done by outside agencies, or shall it be done by the public school. In the former case, it will be technical and narrow; in the latter, it may have in addition, the wealth of method and information that have developed with the "culture" studies.

An inspiration to deeper understanding of human nature, especially of the boy and girl, is the message of Prof. O'Shea of the University of Wisconsin. His keen analysis of the child and the adolescent gives to the schoolroom a new interest and a deeper meaning. Dr. O'Shea understands the teacher as well as he does the child.

Miss Mae E. Schreiber of Boston, presented the teaching of English with as much force and happy emphasis as if it were a plea from the children themselves. More vision for teacher and pupil, more reliance upon literature for its moral effect upon the child mind, were some of the suggestions she brought.

Miss Alice O. Hunt of Alameda, in a very charming and helpful way, told more about the technical side of reading.

L. R. Alderman, the energetic superintendent of Portland, Oregon, is well known throughout the Pacific Coast for his contributions toward education, especially in respect to giving "home credits." He inspired his listeners.

E. Morris Cox, president of the Council of Education, very appropriately represented that body and reported its work the past year.

One of the great pleasures in this meeting of the Association, as in the past, was the delightful music which was a part of every program. The piano recital given by Mrs. Fannie Bloomfield Zeisler on Wednesday evening was a concert program in itself. Her exquisite interpretations were a charming introduction to the more serious work of the week. Miss Gretchen Rebok, Miss Ida E. Bach, Mr. Arthur Edward Gripp and the Sierra Male Quartet were heartily received by the music lovers.

SECTION MEETINGS

Thursday afternoon was devoted to section meetings. The significant feature of this part of the program was the fact that the majority of the programs were prepared by, and under the charge of, some teachers' organization. It is worth while to note the names: the Southwestern Order for Advancement of Agricultural Education, W. S. Kienholz, Pasadena High School, chairman; the Athletic Council of Southern California, E. W. Oliver, Los Angeles High School, chairman; the Southern California Science and Mathematics Association, in four sections—Biology, John Whitely, Manual Arts High School; Earth-Science section, Agnes Ralph, Orange High School; Mathematics section, E. H. Barker, Polytechnic High School, Los Angeles; Physics and Chemistry section, C. M. Westcott, Hollywood High School; the Classical Association, Prof. Colcord of Pomona College, chairman; Southern California High School Teachers' Commercial Association, Alfred Higgins, Orange High School, chairman; the Manual Arts Teachers' Association of Southern California, C. A. Kunou, Supervisor, Los Angeles, chairman. Other subjects discussed were Administration, English, History, Home Economics, Intermediate Schools, Music and Temperance.

The Council of Education for the Southern Section has been in existence only a year. Dr. Rhodes of Pasadena is president. So far

it has represented localities more than the different interests of the teaching body. It met twice during the meeting of the Legislature and this afternoon's session continued the subject of needed legislation. The results of the discussion were embodied in the resolutions presented to the business meeting Friday afternoon.

The semi-official social features of the Association are becoming very important in its development. The Los Angeles Teachers' Club entertained at noon, Thursday, at the Alexandria Hotel, a host of its members, friends, and invited guests. Mrs. O. Shepard Barnum was detained by a meeting of the State Board; in her place, Mr. Francis and Mr. Keppel discussed the Teachers' Retirement Salary Law. Mrs. Russell J. Waters, president of the Friday Morning Club, Los Angeles, spoke on "Federations of Women's Clubs." Most of the lecturers of the Association were present and responded briefly. Miss Grace DeGraff of Portland, Oregon, vice-president of the League of Teachers' Clubs, represented the League and told what it was doing for the classroom teacher. The League has had a rapid development and is becoming a national factor in education, especially through its Bulletin, published in Baltimore.

Thursday evening, the School Masters got together for a banquet at the University Club. The same evening, the Schoolwomen's Time to Time Club held their annual banquet at Christopher's. Their business meeting was of unusual importance this year, as amendments to the constitution were adopted providing for the expansion of the club in numbers and in scope of work.

BUSINESS MEETING

Friday afternoon came the business meeting when the floor of the big auditorium was filled with an interested crowd that stayed in large numbers through the long session. It was a lively affair but well directed and kept in good order by President Rebok. A serious discussion occurred as to the place and usefulness of the official organ, the SIERRA EDUCATIONAL NEWS, following a motion to adopt this amendment to the constitution: "Resolved, that The Association, at its annual meeting, shall have power to choose an official organ, but no funds of the Association shall be appropriated for such purpose." The debate showed that there was great interest in an

RESOLUTIONS, SOUTHERN SECTION

official organ. The majority were unwilling to make any sweeping changes and the motion was "tabled." Later, a motion was passed urging the representatives of the Southern Section in the Council of Education to make every endeavor to reduce the funds expended by the Association for this purpose.

Another important step taken was the choice of a committee to suggest desirable changes in the constitution.

There are few people in Southern California who are better calculated to please all the members as president than is Mrs. Dorsey. Her long and efficient service in the Los Angeles High School and now her work in the superintendent's office, has endeared her to city and Southern California teachers alike.

County Superintendent Mark Keppel, by his own request, was relieved of the work of recording secretary. Mr. Keppel's services have been of inestimable value to the Association, and to his energy and foresight a large part of its success is due. His work has been much like that of Mr. Cox, who presented a report of the State Council of Education at this meeting. These men, with others like them, have been rendering a very valuable service to the teachers of the state and one that wins little recognition at large, because it consists, partly, in preventing would-be harmful legislation, and partly, in securing helpful legislation which would be credited to the politicians rather than to the school men who originated it.

At the end, President-elect Dorsey was escorted to the platform and made a brief but very sincere speech of acceptance. It was, in fact, a closing reminder of that principle which had been evident throughout the week, of the leavening force of a sense of personal responsibility which alone raises gatherings of this nature above mediocrity.

RESOLUTIONS, SOUTHERN SECTION, C. T. A.

1. Since education is a living, dynamic process and the school is a nursery wherein life and growth are conserved and encouraged, rather than a factory used for the production of commodities for the future markets of life, therefore be it Resolved, that the main emphasis in the conduct of the schools and the processes of teaching shall be

placed on the present life of the child, his needs and wants for development rather than upon technique of which he will have only a possible need in the future. GROWTH is the main characteristic in education and life and its conservation in childhood is the greatest factor in education; therefore teaching the art of growing and the capacity for growth along many lines, establishing a many sided interest (which is the keynote of modern society and hence of modern education), is of paramount importance and the various occupations and studies pursued by the child (sloyd, household studies, drawing, music, games, stories, literature, history, geography) should be regarded merely as so many interests, forms of growth, manifested in the child which if properly nourished and nurtured will stimulate the child to the greatest facility in adapting himself, through self-teaching and self-adjustment, to the various situations and circumstances into which the rapidly shifting scientific, economic, industrial and social changes of the future are likely to thrust him.

II. Since the development of industrial and economic education are a distinct asset to the financial welfare of the state, therefore be it Resolved, that the State Legislature be asked to encourage education pertaining to agriculture, the home and the shop, through payment to the district wherein such education is pursued, the sum of five dollars for each pupil in the first six grades and the sum of twenty-five dollars for each pupil in the grades from the seventh to the twelfth inclusive, who shall have pursued these subjects for a period of not less than eight hours per week (four hours in school and four hours practical, in school or elsewhere), throughout the school year.

III. Since the school is not the only institution or means whereby education is brought about, therefore be it Resolved, that whenever feasible the schools take account of and give credit for such educative activities and results as are of sufficient dignity and worth to warrant their recognition and of such character as to permit their classification in our schools regardless of when or where accomplished.

IV. Owing to the confusion and lack of clearness in the school law of the State of California, be it Resolved, that the State Board of Education be importuned to take steps whereby the same may be made more explicit in meaning; usable through codification.

V. Resolved, that we sanction the effort made last July at Salt Lake City to secure for Oakland and California the National Education Association and an International Congress of Education in 1915; that concerted action may result in securing a large delegation at St. Paul July next, at which time it is expected the N. E. A. will ratify the action taken last year.

VI. Resolved, that we are opposed to any substantial changes in the present retirement salary law except in the following particulars:

RESOLUTIONS, SOUTHERN SECTION

1. We favor the removal of the prohibition against teachers of thirty or more years' experience who have not taught for two or more years preceding June 16, 1913.

2. We favor the payment of the teachers' monthly contribution in a lump sum each year, preferably from the last warrant of the year.

VII. Resolved, that a minimum salary law should be enacted for the elementary schools.

VIII. Resolved, that it is the sentiment of the members of this association that we earnestly request the State Board of Education to interpret the retirement salary law regarding the term of service as follows:

That each teacher, in order to benefit by the law, shall have taught 180 months extending over a term of at least thirty school years, 90 months of which service shall have been spent in California without reference to the number of months taught per year.

IX. Resolved, whereas Section 1840 of the Political Code has been of immense value to the schools and to the cause of education, that we thank the Legislature of the State of California for its refusal to repeal said law.

X. Resolved, that the maximum rate of taxation should be increased from thirty cents to fifty cents and not more than fifteen cents of which shall be used for building purposes.

XI. Resolved, that the county tax rate shall be increased from a \$13.00 minimum rate to an \$18.00 minimum rate unit of attendance.

XII. Resolved, that we express our heartfelt thanks to the speakers from a distance who have given us their time and strength for our entertainment and edification; also to the City Board of Education and the Normal School Board for permitting us to use their buildings in which to hold our meetings.

XII.V. Resolved, that the State Board of Education be requested to prepare a manual on ethics for the use of teachers in teaching morals in the public schools.

XIII. Since the last meeting of this Association, death has taken one of the best known and best beloved teachers of Southern California. Men and women alike loved T. J. Phillips. As a friend, a colleague and a teacher, he will be long remembered for his big heart, his sterling qualities of manhood and his ability as an educator. The sunshine of this man's life will continue in the hearts of hundreds long after he has passed into the shadows. Each person who knew him feels the loss of a friend. The world and education are better for his having lived.

GRANT KARR, Chairman.

THE ANNUAL BUSINESS MEETING, SOUTHERN SECTION, C. T. A.

ARTHUR H. CHAMBERLAIN

AT the business meeting held on Friday afternoon, Dec. 19th, following the reading and approval of the minutes of the preceding meeting, the auditing committee presented a report showing receipts of \$6,156.08 and disbursements of \$5,562.90, with a balance on hand of \$593.18. The secretary reported 4,177 members for the year 1912-13. This report was adopted unanimously with applause. Pres. E. Morris Cox of the California Council of Education presented a report of the work of the Council, plans for the future and a statement of the finances of the state association. This report was well received and Mr. Cox was given the unanimous vote of the convention.

The following amendment to Section 6, Article 8 of the constitution was then proposed: "The Association at its annual meeting shall have power to choose an official organ, but no funds of the Association shall be appropriated for such purpose." Speakers were limited to five minutes. Speaking in favor of the adoption of this amendment were C. W. Sandifur, Margaret Smith, C. A. Wheeler, Marie Lopez, J. P. Yoder, Roger J. Sterrett. Opposed to this amendment on the floor were Mark Keppel, J. H. Hoose, J. R. Hurley, J. E. McKown. Mr. Keppel showed clearly that the adoption of such an amendment meant virtual secession from the central organization, so far as the southern section was concerned. Mr. McKown answered a statement made from the floor to the effect that communications sent to the official organ had not been acknowledged. He called upon anyone in the house to cite one such instance. The challenge was not answered. M. C. Bettinger moved and Agnes Shirley seconded a motion to lay the amendment upon the table for one year. On a division of the house, the same carried by a vote of approximately 550 for and 350 against, about 900 members being present and voting.

OFFICERS FOR 1914

The report of the nominating committee through its chairman, C. T. Work, submitted the names of Susan M. Dorsey for president; J. E.

Reynolds, first vice-president; Delbert Brunton, second vice-president; J. O. Cross, recording secretary; M. E. Austin, financial secretary; Mabel O'Farrell, transportation secretary; G. E. Hadley, treasurer. These officers were elected by unanimous vote, the secretary casting the ballot.

The committee submitted as representatives to the California Teachers' Association the names of C. H. Covell, Mark Keppel, Duncan MacKinnon, J. E. McKown, W. W. Tritt. Nominations were made from the floor as follows: Mabel Bethune, Cora E. Lamb, Carleton A. Wheeler, Emily Pryor. The motion was made and lost that the secretary cast the ballot for the four nominated from the floor. Motion was made and lost that the secretary cast the ballot for the five nominated by the committee. Mr. Keppel moved that all ballots containing more or fewer than five names be rejected. This brought on a heated discussion, the opponents saying it was legitimate to vote for one or two only if they so desired, the mover of the motion insisting that it was his purpose to prevent "single shotting," a practice long held in disrepute by political bodies. The motion prevailed. An appeal was taken from the decision of the chair. Such decision was sustained by the house. The result of the ballot upon the vote for representatives of the association showed that 373 members had voted and that seven persons had received the majority of the votes cast, whereas only five were to be elected. On motion it was the unanimous voice that the five highest should be declared elected. They were C. H. Covell, W. W. Tritt, Emily Pryor, Duncan MacKinnon, Cora E. Lamb.

Motion was made and carried to elect a committee of five to revise the constitution. On this ballot 252 members voted, and the five receiving the majority were Loy Galpin, Edith M. Hodgkins, R. C. Daniels, J. J. Morgan, L. L. Beeman. Motion was duly made and carried requesting our representatives in the C. T. A. to confer with the other representatives in the Association for the purpose of considering ways and means of increasing the income of the official journal, thus to decrease its cost to the members of the various sections of the Association. The motion prevailed that the incoming president appoint a committee of three to audit the books of the Southern Association

in the last week of March, 1914, immediately preceding the beginning of the term of office of the new officers.

COUNCIL MEMBERS—SOUTHERN SECTION

For members in the Council of Education of the Southern Section in addition to the president and secretary-elect and the 15 elected representatives in the C. T. A., the committee on nominations reported the following persons, for whom the secretary cast the unanimous ballot of the Association as follows: For Imperial County, W. T. Randall; Orange County, S. R. Fitz and R. P. Mitchell; Santa Ana City, E. K. Hammond; San Bernardino County, A. S. McPherron, Edgar H. Price, M. E. Hill; San Bern City, F. W. Conrad; San Diego County, Ivan Deach; San Diego City, Will Angier, W. C. Crandall, Arthur Gould; San Diego Normal School, E. L. Hardy; Ventura City, A. L. Vincent; Ventura County, Herbert Lee; Los Angeles County, J. J. Morgan, G. C. Bush, Geo. M. Moyse, Marie Dickson, O. C. Albertson, W. R. Moberly, A. K. Collins, Mrs. Ella C. Ingham; Long Beach City, W. L. Stephens, Melvin Meel; Pasadena City, C. E. Earl, Mabel P. Pierson, Dr. J. A. B. Scherer; Los Angeles City, Grace Fullmer, Blanche Vance, Cora Lamb, Louise A. Williams, Alice Merrill, Vesta Almstead, Frank Bouelle, Arthur Brown, A. W. Plummer, Anna Stewart, R. G. Estep, Sara L. Dole, Homer Martin, Claude W. Sandifur, Ralph Daniels, E. H. Barker, W. S. Edwards, Stella Mary Brown, Ella M. Nevill; Pomona City, W. R. Murphy and H. G. Reynolds; Santa Monica City, Bertha M. Hunt; Inyo County, Mrs. M. A. Clarke; Riverside County, Raymond Cree, Mrs. Mary K. Lloyd; Riverside City, A. N. Wheelock; Santa Barbara County, E. H. Mitchell; Santa Barbara Normal, Ednah A. Rich; Los Angeles Normal, Jesse F. Millspaugh; Colleges, Jas. A. Blaisdell and Rockwell D. Hunt.

Mrs. Dorsey, the president-elect, was escorted to the platform, the applause showing that she was the unanimous choice of the association for president. She spoke earnestly and sincerely of the opportunities before her. Her emphasis of the masterly and impartial manner in which President Rebok handled the convention drew prolonged applause. Mrs. Dorsey said that no one in the state had done more than had Mark Keppel, the retiring secretary, for the interests of

teachers and the profession in general; that in season and out he was willing to give time and energy toward constructive legislation, thereby to benefit the public school teachers. A unanimous vote of thanks was given Mr. Keppel by the convention. Meeting adjourned.

MEETING OF THE CALIFORNIA TEACHERS'
ASSOCIATION, BAY SECTION
THIRMUTHIS BROOKMAN

This meeting was held at Oakland in the Liberty Theater, in Hotel Oakland, in Chabot Observatory and in the rain. It accomplished enough good work to pronounce it a distinct success. This was due, among others, to the following reasons:

1. The union of the Alameda County Teachers' Institute with the general sessions of the C. T. A. Why don't more counties follow its example?
2. The issuance of tentative programs a month in advance and of complete programs a week in advance of the meetings.
3. The hospitality of our hosts, the effectiveness of speakers and musicians and a spirit of earnestness and honesty among those in attendance.

The report of the California Council of Education is important and is given elsewhere in full.

The Council needs a more equable distribution of its members. Southern California, which contributes only one-third of the teaching force of the State, furnishes half the members of the Council.

It also needs greater unity to gain strength in supporting desirable school legislation. During the years the Council has helped to kill foolish bills and has supported the Pension Bill, the State Board of Education Bill and the preservation in tact of section 1840, relating to school taxes.

RECOMMENDATIONS

"In Unity There Is Strength."

1. Extension of industrial and vocational education and the support of some bill like the Weinstock bill.
2. Qualification of teachers of vocational subjects—a normal school education and two

years' experience in vocational occupations. 3. Preparation of a teachers' handbook, NOT to be used as a text, to direct in the teaching of morals. 4. Much more recognition of work done out of school which shall receive credit toward graduation. 5. Discourage attempts to amend the retirement salary law at this time except in the following points: (a) Abolish requirement of two years of service before retirement is possible; (b) Teachers should pay their contributions annually instead of monthly to facilitate bookkeeping; (c) Proposal to change the definition of a school year as six months—because of teachers who have had a four-month term, or those who wish to devote half a year to special study. 6. Definition of the minimum salary law for the elementary grades. At present it is not defined. 7. Support of section 1840, concerning school taxes, which has been under attack. Recommend that the rate be raised from 30 cents to 50 cents. 8. Amendment of present law dealing with school taxation so that there will be funds available for school buildings. 9. The Council desires the assistance of individual teachers and of bodies of teachers at all times.

GENERAL MEETINGS

Everyone appreciated the comfort and good handling of the meetings. By the time we had been to the reception on Monday, the banquet on Tuesday and some of the other half dozen "eats," we began to feel acquainted with the speakers in the general sessions.

Mrs. F. G. Sanborn, president Women's Board of the Panama-Pacific International Exposition, showed the need for every woman doing her part toward keeping the exposition a source of pride. This is the first time women have been appointed to responsible positions in conducting such work.

We sympathized with Dr. M. V. O'Shea's protest against the early ageing of our young people. Things of the mature life are thrust upon them in their youth—the most exciting dances in the stage of adolescence. If their life could be so ordered that youth was lived among simpler emotions, the mature life would be richer therefor. His protest against negative instruction will not soon be forgotten. To forbid several hundred people to look at President Frick and see all eyes turn in his direction accentuated the uselessness of schoolroom prohibitions. He dared us to look, and who would take a dare?

Miss Mae Schreiber of Boston left with us a permanent impression concerning moral training. Create an ideal through reading to the children. Get into the spirit of the reading and appeal to the emotions until the listeners desire to reach this ideal. Instill moral uplift through the emotions rather than by admonition.

Superintendent L. R. Alderman of Portland, Ore., locates the squeak in modern education where school and home, pupils, teachers and parents do not work smoothly together. They need the grease of friendly co-operation.

Prof. James F. Chamberlain of the State Normal School, Los Angeles, in his "Geographic Influences in the Development of California," showed plainly the result of climate and physiography upon the industrial and economic life of the people. He made many practical suggestions upon the improved teaching of geography.

Mrs. Jessie L. Pendleton of Berkeley brought clearly before her hearers the value of the schools' saving bank and told how to organize the work.

Glen Woods made music a living subject and E. Morris Cox showed a grasp of the educational situation through his council report.

The program offered more good addresses than the news has space to report. You should have been there yourself.

At the business meeting the following officers were elected: President, Miss Minnie Coulter of Santa Rosa; secretary, A. J. Cloud; directors, P. M. Fisher and D. R. Jones; representatives to California Council of Education, Miss Anna Keefe, L. B. Avery, G. W. Frick.

THE ADVISORY COUNCIL, BAY SECTION

The Advisory Council held two sessions. Professor O. J. Kern of the University of California discussed agriculture as a high school study and showed many lantern slides. The provisions of the retirement salary law were put forward by President Cox of the council and the proposed vocational bill recently drafted by a committee of the State Council was outlined by Arthur H. Chamberlain, secretary of that body. At both sessions this bill was thoroughly discussed.

HIGH SCHOOL DEPARTMENT

The topics discussed by this section are always so vital that time is at a premium. Mr. Templeton spoke the latest word on the advan-

tages of segregation in the Intermediate Schools. California's example has now spread among thirty cities and is bridging the gap between grades and high school. Legislation is needed before it comes into its own, but the enrichment of the course of study is sincerely welcomed.

Vocational Guidance should face both present and future. Universities can train teachers to meet the problem that between 14 and 18 years of age there are four times as many children working as attending high school. This was brought out clearly by Mr. Williams of Sacramento. Meantime schools can give vocational guidance to their pupils and keep them in touch with opportunities offered by the trades and professions in their communities.

Control of the Social Life in the high school must be secured chiefly through sympathetic co-operation, was shown by Miss Kimball of San Jose.

ELEMENTARY DEPARTMENT

This section enjoyed a modern program. Superintendent L. R. Alderman emphasized constructive work which would unite the home and the school and make the child feel himself a partner in both and help him to find his pleasure in doing well the everyday task. Miss Schreiber showed how motion pictures can make real the problems of city and nation; that they must deal with essentials and develop a sense of beauty as well as interpret reality. Professor J. B. Sears of Stanford showed how his students were collecting information from parents, children and officials in rural communities which will afford an intelligent basis for solving the problems of shifting population, which tends ever toward the cities. He hopes to eventually establish ideals which will appeal to the child in such way that he will find something real for which to stay in the country. This can only be accomplished with the cooperation of the home and the community.

KERNELS FROM THE SECTION MEETINGS

The Romanic Language Section combined with the *Commercial Section* to urge the increased study of Spanish in high schools, normal schools and commercial schools. Failure to learn sympathy for Spanish peoples through a mastery of their language hinders the transaction of business with the Latin-American Republics. West Point and Annapolis each devote four years to this language.

The German Section urges the study of the language in the fifth grade and finds that the same live methods of teaching in the German tongue prevail in Germany and the best American classrooms.

History teaching increasingly emphasizes the economic aspect to

ensure intelligent citizenship but requires a study of the past in order to reach sane conclusions in present day issues.

English teachers demand interchange of constructive suggestions between the university and the high school. They also wish an increased membership from California on the national council of English teachers.

Music teaching is becoming an increasingly important factor in the public schools—in the lower grades for tune, tone and time in songs—in the intermediate schools to establish a unified atmosphere in chorus singing—in the high school to cultivate high ideals in thought, feeling and practice—in the university to cultivate a demand for only the highest and best in music.

The Fine Arts and Drawing people urge European travel with a mind open to inspiration. Individualism in art is causing an interest akin to that in society, politics and literature. Pottery and tooled leather "also ran."

The California Association of Applied Arts and Sciences learned the details of artistic arrangement in the Fine Arts Building at the Exposition. It is to house the works of modern masters of all nations. "Junior Expositions" stimulate interest among parents and taxpayers and a wholesome desire for achievement among the children.

They listened to a careful and complete survey of the field of vocational education and definition and illumination of terms in common use.

Mathematics teachers are emphasizing the arithmetic of investment and expenditure as a means of allying mathematics and life problems. To raise the standard of scholarship among the teachers, J. W. A. Young's Monographs on Modern Mathematics, also the American Mathematical Monthly are recommended in addition to courses in University Extension.

Physics and Chemistry wish to take advantage of the observational faculties and therefore introduce science instruction in the lower grades. Arouse and hold interest by using everyday phenomena and local resources in teaching the subject.

Agriculture has come to stay. School gardening stimulates home gardening which is beginning to receive credit toward graduation. Interest in school gardens is cultivating guide in the appearance of building and grounds and stimulating special taxes for school houses and repairs. The rural school may now be used for a social center for the community.

Geographers wish their courses to be made more general. Since it should be the skeleton upon which other studies hang, it should not be abridged but popularized.

The Classicists maintain that the best education deals with the things of the soul, the cultivation of the spirit, and only the best litera-

ture can foster such education. The best literature is found in the Greek and the Latin.

The Business and Commercial Section shows that the proportion of increase in the number of those engaging in business in the last two years is greater than the increase in population. Since business is built on business integrity there is increasing demand for loyalty, confidence between employer and employee and for courtesy. There is need also for simplifying methods of bookkeeping now in vogue. An efficiency bureau such as the Commercial High School in Oakland maintains, is the logical outgrowth of increasing demand for business training. It starts its students right, when they enter the school and also when they leave it. The further need of this section is embodied in its resolution asking the university authorities to give its work entrance credit on a par with the traditional academic studies.

The Peace Section features the peace movement in Europe and tells what the teacher can do as an advocate of peace.

The State Federation of School Women's Club emphasizes strongly the social center movement and adopts resolutions relative to this subject, to the retirement salary act and other important matters.

Yes, it was a good institute. We have taken the immediate future into our own hands and are applying the efficiency test to every move. But is everything during the next year to be accomplished by the hands? Is there no place for the heart, for those who see visions and dream dreams and stir the blood to high endeavor? Are the emotions and the imagination out of date? Who can tell?

RESOLUTIONS—BAY SECTION, C. T. A.

1. Resolved, That we endorse the very comprehensive and carefully digested, but forward-looking report of the California Council of Education; that we concur in the recommendations, and promise that body our support in furthering their adoption in school practice, and where needed, in legislative enactment.

2. Whereas, The development of industrial and economic education is a distinct asset to the financial welfare of the State; and

Whereas, There is manifest an increasing public and professional interest in vocational education, in some form, and efforts at vocational guidance for youth, as belonging to the functions of the school; and

Whereas, There is much difference of understanding as to their meaning, and their uses in a scheme of education, therefore be it

Resolved, That teachers of all grades lose no opportunity to

acquaint themselves with the movement, that we be not derelict in our duty to the boys and girls, in our care; and further

Resolved, That we do not allow our enthusiasm for so promising an effort to carry us into the work before we are able to act with workable wisdom; and be it further

Resolved, That we promise our most thoughtful support to the recently appointed Commissioner in his purpose to study the problem as it relates to California schools.

3. Whereas, The State Board of Education has affirmed its purpose, and by its official acts has shown a disposition, to regard only the good of the schools, in official relations; therefore be it

Resolved, That the teachers of the Bay Section stand ready to assist in any and every way possible; and bespeak for the board and its several members, and for their appointees, the confidence of the public and all school officials.

4. Resolved, That the State Board of Education be urged to make at as early a date as may be feasible, the standard of certification of all "special teachers," equal, in academic and professional training to that of regular teachers; to the end that the efficiency of their services to the youth may be increased, and that the product of their teaching may receive due recognition from higher institutions.

5. Whereas, There is much confusion and lack of clearness in the school laws of the State of California, therefore be it

Resolved, That the State Board of Education be importuned to take steps whereby the same may be made more explicit in meaning, and more generally accessible through codification.

6. Resolved, That we approve the effort made last July at Salt Lake City, to secure for Oakland and California the meetings of the National Education Association, and the proposed International Congress of Education in 1915; and that some concerted action be taken by this body, or its officials in securing an active delegation at the St. Paul meeting next July to assure a ratification of the former action.

7. Whereas, Section 1840 of the Political Code (authorizing tax for additional schools) has been of great service to the schools and to the cause of education, therefore be it

Resolved, That we commend the State Legislature for its refusal to repeal said law.

8. Resolved, That we favor the removal of the prohibition (in the Teachers' Retirement Salary Law), against teachers of thirty or more years' experience, who have not taught for two or more years immediately preceding June 16, 1913.

9. Whereas, There are about \$50,000,000 in the Postal Savings Fund which is being loaned at $2\frac{1}{2}\%$ per annum; and

Whereas, School district bonds are acceptable security therefor, but only through banking institutions; therefore be it

Resolved, That we favor an amendment to the Federal Law to the effect that whenever any school district, in any State of the Union shall issue bonds, under such regulations as the State and Federal Governments may provide; such bonds may be taken by the directors of such school district, to the Trustees of the Federal Fund, direct; and the money borrowed therefrom at the Federal rate of interest.

10. Resolved, That we, the members of the California Teachers' Association, urgently request our Senators at Washington to work for the "Naval Holiday" plan proposed by the Hon. Winston Churchill, First Lord of the English Admiralty, to the end that the enormous sums heretofore spent in building battleships, be used in preventing fires, flood, and diseases, and in doing the constructive work that the world is waiting to have done; and be it further

Resolved, That a copy of these resolutions be sent to our Senators at Washington, to our Secretary of State, and to the President of the United States.

11. Whereas, there passed from this life since our last meeting, August 22, 1913, Dr. John Swett; and

Whereas, Mr. Swett as State Superintendent of Public Instruction, initiated the system of State certification of teachers; and

Whereas, He called the first State Teachers' Institute in 1863 which developed into the California State Teachers' Association, of which he was a valued member until his death; and

Whereas, The State Institute, during his official administration, ordered the establishing of an educational journal, in 1864, of which he became first editor; and

Whereas, Through his influence, in the legislature, the "odious rate bill" was forever abolished, and California Common Schools became for the first time, free schools, 1867, a dozen years before it was abandoned in certain of the older Eastern States; and

Whereas, It was Mr. Swett who introduced County Teachers' Institutes, and provided for their maintenance at public expense; and

Whereas, It was Mr. Swett who effected the establishing of a system of school libraries, and the reservation of ten per cent. of the State school apportionment for that purpose; and

Whereas, Mr. Swett was instrumental in opening the first evening school in San Francisco; and

Whereas, He was School Principal, Deputy Superintendent, and Superintendent of the San Francisco Schools, State Superintendent of Public Instruction, and Principal of the Girls' High School in San Francisco, an aggregate of 26 years; and

Whereas, It was largely through Mr. Swett's influence that there was established, in 1862, the State's first normal school, in San Francisco; therefore be it

Resolved, That in the death of Dr. John Swett, the State has lost one of its most efficient school men; in a very definite sense, the founder of our system; a pioneer statesman of far-seeing acumen; a teacher of catholic and wide-reaching sympathies; a genial and congenial fellow worker; an elder brother in counsel; a student of affairs and of his chosen profession; and with powers unimpaired through a long life; a man of extraordinary endowment of mental and physical vigor; of sincerity and singleness of purpose and rugged honesty; a tower of strength; a good neighbor; teacher, author, administrator, constructive genius and model citizen: We hold his life one of our noblest heritages from the pioneers of this commonwealth; an inspiration and stimulus to all of us; our Father, John Swett, to whom be honor.

12. Resolved, That, in a public way, we express our appreciation of the courtesies of the Hotel Oakland management; and of the Liberty Theater; for rooms and administration accommodations; of the services of Mr. Steindorff and his assistants for the delightful music; of the addresses of our visiting speakers: Miss Schreiber, charming and helpful; Prof. O'Shea, discriminating and suggestive of sound educational doctrine; Mr. Alderman and Mr. Jas. F. Chamberlain for their very practical and usable teaching; and not for forgetting our own members who have so generously, on program, committees, and in official positions, and in attendance upon the meetings, shown their interest in the work of the Association.

RICHARD G. BOONE, Chairman.

AMENDMENT TO CONSTITUTION, BAY SECTION

The following was adopted unanimously:

Resolved, That the resolution adopted at the 1910 meeting of the Bay Section for the election of representatives to the California Council of Education, and all amendments thereto, be hereby repealed and the following provisions be substituted therefor:

The election of officers and representatives of the Bay Section shall be held during the annual session after the second day's meeting, at a time and place to be designated specifically by the President and Secretary, due notice of which shall be given in the official program. Election shall be by the voting members by the Australian ballot on which ballot the names of all the nominees shall be alphabetically arranged with the residence and educational position of each. The

secretary shall have immediate direction of the election. Nominations for officers and representatives shall be made whenever fifteen voting members shall present to the Secretary at least twelve hours before the election any name or names of voting members stating specifically in addition the position sought; provided, that each name be presented on a separate petition blank. Any nominee may have his name withdrawn upon making written request of the Secretary at least three hours before the time set for the election. The terms of representatives on the California Council of Education shall be three years, subject to necessary adjustments due to changes in membership.

A MESSAGE FROM THE COMMISSIONER OF ELEMENTARY EDUCATION

MARGARET E. SCHALLENBERGER

(Margaret E. Schallenger, a native daughter of California, brings to us the sturdy qualities of the pioneer. Her mother crossed the Isthmus of Panama in 1850 and her father came west in 1844 with the Murphy-Townsend party, the first whose wagons crossed the Sierras. At the age of fourteen she entered the State Normal School at San Jose from which she was graduated in three years. Her first work in the training of teachers was at the San Jose Normal School in the capacity of "critic teacher." Five years later she was offered the principalship of the Training School. During that time she was called to lecture at teachers' institutes and other educational meetings. After one year's work as principal Miss Schallenger accepted an instructorship at Stanford University, which gave her an opportunity to continue her studies leading to the A.B. degree. In addition to her college work she helped to organize an experimental school in connection with the department of education, and to publish a paper on "Children's Rights" in the Pedagogical Seminary. Her education in this state was supplemented by three years post-graduate work at Cornell, which led to the Ph.D. degree and the honors of Sigma Xi. Her Phi Beta Kappa key was conferred by Stanford. For the past ten years in addition to her duties as principal of the Training School she has been actively engaged in the capacities of institute lecturer, summer school instructor, and contributor to national education magazines.—Ed.)

THE child is father to the man, but many a man is not a credit to his "father." He has not fulfilled his promise. Why?

In bad environment, in wrong conditions of life, in not sufficiently good systems of education we find the answer writ large.

The child is a bundle of potentialities. When these possibilities are wholly or even partially undeveloped the man too soon "arrives," i. e., he becomes an unteachable adult. With no strong desire, no great initiative, no big interest or real joy in solving the problems that life presents, he stolidly earns a living, perhaps, but he never really finds his work or himself.

The State of California gives opportunity, through her commissioners of education, for the guidance of her children more certainly

toward self-realization, toward social efficiency, toward true manhood and womanhood.

Thinking teachers will hail with delight any efforts to conserve and project all that is generally acknowledged to be good in our elementary school life, to improve what is fair, to remove what is bad, to add what is vital. The mere fact that there are commissioners of education means appreciation of the dignity of the work, and gives hope and new courage to many an earnest teacher. Just as a college course is a sort of royal road to learning, a short-cut as it were, so it seems to me California, through the commissioners of education, who in co-operation with the state superintendent, are working with the teachers, for her children more rapidly and more surely obtains better school-life and better home-life conditions.

Our school buildings and furniture will be more sanitary and more beautiful. We shall have many more open-air buildings with more spacious playgrounds and school gardens. We shall have books, the best possible, and carefully selected libraries from the first. We shall have vocational schools, and we shall study children that we may be able to help them in choosing their vocations. We shall make our school courses wider and at the same time more practical. We shall give much attention to our rural schools. We shall work with great interest upon the problem of the intermediate school. We shall bear in mind the value of the education of the child from four to six. We shall bring home and school very close together, and all our activities will have life as a center. We shall teach both boys and girls the value of courtesy, fair-mindedness, and honesty, and we shall show them that they are interdependent companions and not rivals in the world's work.

And we shall not forget to give them much opportunity throughout childhood to feel the great joy there is in being useful.

Dr. E. R. Snyder, recently appointed Commissioner of Industrial and Vocational Education, will tell something of his plans in our February issue. He is succeeded in the superintendency at Santa Barbara by Principal Olney of the Santa Barbara High School. Mr. Hollingshead becomes high school principal.

A MESSAGE TO THE HIGH SCHOOL TEACHERS OF CALIFORNIA

WILL C. WOOD

New Commissioner of Secondary Schools

(Will C. Wood, the new Commissioner of Secondary Education, was born in Solano County in 1880. His education began in the common schools of the county, and was continued at Stanford University and the San Jose Normal until 1902, when he was called to accept the principalship of the Fairfield Grammar School. For four years, thereafter, he served as a member of the County Board of Education. In 1906 he was elected principal of the Lincoln School in Alameda, and in 1908 was offered the superintendency of the city schools. For three years following his appointment to the principalship of the Alameda school Mr. Wood continued his studies at the University of California and at Michigan. His work was carried on with such men as Professors Cubberley, Lange and Geo. H. Howison. In the few years that he was superintendent he managed to bring about a number of effective changes in the organization of the school system. By enlarging and enriching the curriculum and by creating enthusiasm among teachers and pupils he put the Alameda High School among the best in the state. Mr. Wood has been an active member of the different committees that planned the extension of vocational guidance and physical education. Throughout his work he has stood for principles in high school education, the results of which are evident wherever he has been engaged in the teaching profession.—Ed.)

SHORTLY after my appointment as commissioner of secondary schools, the editor of the SIERRA EDUCATIONAL NEWS requested me to write for publication a brief message to my co-workers in the secondary school field. Taking advantage of his courtesy, I send you my hearty New Year greetings. May the year 1914 be a prosperous and happy one for each teacher as well as for the high schools of California.

You are probably interested in my plans as commissioner of secondary schools, and are wondering just where my work will touch your own. I have formulated only one plan as yet, and that plan imposes upon me the duty of serving you and your students as best I can. It is by serving the higher interests of the secondary schools that I expect to win your co-operation and support.

I believe that the high school is a democratic institution; that it is a school of the masses to help our people realize the higher possibilities of democracy. I believe that it should be even more democratic in its ideals and organization than it is at present. It should be made to minister more directly to the educational needs of the community in which it is situated. Its primary purpose and justification is the preparation of young people for the social and industrial life of the community, including the home. It should be a preparatory school in

MESSAGE FROM SECONDARY COMMISSIONER

a broad sense. It should prepare the student who desires to go to college. It should also provide real opportunity for the student who must take up a vocation upon completion of the high school course. The success of the high school is to be determined by considering the records of graduates entering the vocations as well as the records of those who enter college.

The high school should readjust its organization and curriculum to meet the capabilities of students entering from the grades. Whenever possible, secondary education should reach down into the upper grades where electives may be offered and a modified departmental organization introduced. The abruptness of transition between the grades and high school should be overcome and student mortality in the ninth and tenth years due largely to the student's inability to adjust himself to an entirely new curriculum and organization should be reduced. High school organization must be adapted to the student, not the student to the organization. An investigation of the intermediate school may point the way to the solution of the problem of articulating the elementary school and the high school.

These are some of the ideals I hope to see realized in the high schools of California. There are many others I might discuss, but I dare not trespass too far on the editor's space. Most of the secondary school teachers of California are in sympathy with these ideals, I am sure. Let us all join hands in an earnest, persistent effort to realize them.

Miss Anna Nicholson of the San Jose Normal is the new secretary to the State Board of Education. She will also be secretary of the Retirement Salary Fund. Miss Nicholson has written for our readers a statement which will appear in February.

By addressing the Supt. of Documents, Government Printing Office, Washington, D. C., copies of many valuable bulletins may be secured. Those desiring information along the line of agricultural education should write the Office of Information, U. S. Dept. of Agriculture, whose free bulletins issued frequently are of the greatest value.

DISINFECTION OF SCHOOL BOOKS

T. S. McQUIDDY

Superintendent, Watsonville, Cal.

THE introduction of free text books in California has made it imperative that some satisfactory method of book disinfection be devised. To assist all the schools in arriving at some efficient plan it has been suggested that methods employed in different schools be described in the NEWS. In accordance with this suggestion the method in use in Watsonville is here described.

Wires are stretched from side to side or from end to end of a room; and on these the books are suspended, with pages down and outspread. After the books are so placed, the room is carefully sealed and a Formaldehyde Permanganate mixture set going.

The wires are stretched on No. 6 Bright Wire screw hooks placed in the wall at a distance of six inches apart. The wire used is 12 gauge galvanized fence wire. The books are suspended by means of a combination spring clamp and hook that is used, ordinarily, to suspend magazines for display in the stationery stores. The covers are folded back and fastened by means of the spring clamp and the books are then strung on the wire, end to end.

The Formaldehyde Permanganate mixture used is a little stronger than the standard formula. It consists of one and a half quarts of commercial Formaldehyde and one pound of Permanganate for one thousand cubic feet of space. This is placed in a five-gallon oil can with head knocked out. The time of exposure to the Formaldehyde gas, as practiced in Watsonville, is forty-eight hours.

A closely sealed storeroom is used, but any room capable of being sealed would be satisfactory. A school room could easily be used for the purpose, and the disinfection of books be carried out at each fumigation of the school. Such a method, it would seem, would be especially convenient in the one or two room rural school.

The exact data here given should be taken as only suggestive. The size of the room, the weight of the books, and other conditions might make it advisable to change almost any particular. The plan, however, has been found to be very satisfactory, is exceedingly cheap, and is easily carried out. The work of disinfecting books in Watsonville is done by the janitors, during vacation periods.

ON MR. BOK'S CONCLUSIONS

HARRY O. WISE

High School, San Diego, Cal.

ONE reads with interest and entertainment Mr. Bok's article in the "Outlook" for August 16, entitled, "Is the College Making Good?" Mr. Bok's conclusion, making all due allowances for the courtesies and polite amenities of life, is evidently to the effect that the college is not—"making good," to use Mr. Bok's own idiom. Now this is certainly a large and orotund conclusion, reminding one of Mr. Burke's well-known caution about not drawing up an indictment against a whole people. Mr. Bok seems to have had no hesitation in doing this, or a similar thing. It is just possible that the personal equation may have obtruded itself upon the situation; as, *par exemple*: Mr. Bok, a successful man, is not a college graduate; therefore, etc.—In sooth, such things have been. And then, too, one wonders just a little about that high school teacher that graded the collegiates' epistles "as if they had been sent in as exercises by her own pupils." Is this redoubtable person masculine or feminine? What is her attitude towards colleges? In what mood did she undertake the grading of the letters? Did she seize upon the opportunity with avidity and pounce upon the mistakes with unerring accuracy of aim and a meticulous precision of intention,—possessed with the spirit of the *a fortiori*; as thus,

For if a priest be foul on whom we truste,

No wonder is a lewed man to ruste?

17% of 550 college graduates could not pass a high school examination in written English. What a disgraceful showing! What a plume plucked out of the bedraggled collegiate tail to flourish on the forehead of the bright triumphant high school. For of course the high school gains whatever the college loses, on the Tartar principle that an enemy killed transmits into the soul of his killer all the martial force and ardor he himself stood possessed of.

Mr. Bok makes much of the lack of courtesy on the part of the 1,426 male students who "did not see fit to answer, in any way, a simple courteous business letter, although a stamped addressed envelope was inclosed." In view of the use Mr. Bok makes of the replies he did receive, this hesitancy on the part of the elected victims may indeed have been discourteous, but was at all events extremely judic-

ious. For Mr. Bok does not hesitate to exhibit the mangled remains of his unfortunate female epistolers in the cold black-and-white-ness of print. Mr. Bok's ideas of courtesy are a little peculiar; summarized, they might seem to read: Grumble anent the discourtesy of those who do *not* use your stamped addressed envelope and slap those in the face who do.

One does not doubt that poor spelling, poor handwriting, poor grammar, characterize the written style of many university graduates, and agrees with Mr. Bok that the facts, like many other facts connected with our human institutions, are deplorable, though inclined passim to enter a mild protest against deducing so sweeping a generalization as Mr. Bok draws from so inadequate premises; but while admitting that the burden of proof is on the side of the colleges, one can not for the life of one help wondering how much better 549, say, of Mr. Bok's business young men and women, four years along towards plutocracy, taken at random and caught unawares, would do. And even if they did better, from the mechanical side, one wonders if the brain stuff upon which the expression would be posited would or would not be as adequate and sufficient in the one case as in the other. Happily, not the whole of life is expressed in spelling, however that useful but impossible art may be impressed into the service of the scorners. A degree of illiteracy—if it may be called that—one grants in college graduates; indeed, one may go further and concede its presence in high school teachers, college professors, principals of commercial schools, makers of spelling books, and journalists,—yes even journalists. Can Mr. Bok put his hand upon his heart and say he never misspelled a word since attaining his majority? What not one little, or rather sesquipedalian, word, Mr. Bok? The trail of the serpent is over us all. All of which might lead a logician to conclude that the real culprit in the case, granting of course that the college professor and the college student are *participes criminis* in the case, the real dyed-in-the-wool, Bertillon-measured criminal is, or should be, the English Language. And possibly Mr. Bok might, to use his own phrase, "show up" better if he were to use some of his abounding energy in forwarding penological measures looking to the reform of that arch-criminal.

Meanwhile, Mr. Bok may have shown that the college is not "making good," but one can not help doubting if his data have propulsive force enough to carry him logically so far.

Our Book Shelf

BOOKS RECEIVED

University of Chicago Press: Agricultural Education in the Public Schools, by Benj. M. Davis, pp. 163. Elements of Debating, by Leverett S. Lyon, pp. 136, price \$1.00. The Twentieth Yearbook of the National Society for the Study of Education, part 1, The Supervision of City Schools, pp. 119, price 80 cents, part 2, The Supervision of Rural Schools, pp. 114, price 80 cents. S. Chaster Parker, editor and secretary, University of Chicago.

American Book Company: Personal Hygiene, by Frank Overton, pp. 240. General Hygiene, by Frank Overton, pp. 382. Reading, Writing and Speaking Spanish, by Margaret Caroline Dowling, pp. 256, price 75 cents. Die Sieben Reisen Sinbads des Seemanns, by K. C. H. Drechsel, pp. 180, price 40 cents. Gyp, Petit Bleu, by F. Th. Meylan, pp. 152, price 35 cents. Little Dramas for Primary Grades, by Ada Maria Skinner and Lillian Nixon Lawrence, pp. 176, price 35 cents. Ca et La en France, by J. Grat Cramer, pp. 245, price 45 cents. French Prose Composition, by C. Fontaine, pp. 119, price 35 cents. Sixty Lessons in Agriculture, by Burt C. Buffum and David Clement Deaver, pp. 272, price 80 cents. Essentials of Business Arithmetic, by Ge. H. Van Tuyl, pp. 272, price 70 cents. New Medieval and Modern History, by Samuel Bannister Hardy and Albert Bushnell Hart, pp. 752 plus 31, price \$1.50. Halleck's new English Literature, by Reuben Post Halleck, pp. 647, price \$1.30.

Houghton, Mifflin Co.: Teaching the Common Branches, by W. W. Charters, pp. 353, price \$1.35. Southern Poems, selected, arranged and edited by Chas. W. Kent, pp. 112, price 15c. Representative Cities of the United States, by Caroline W. Hotchkiss, pp. 212, price 65c. Macaulay's Speeches on Copyright, and Lincoln's Address at Cooper Union, Edwin L. Miller, pp. 119, price 25c. Interest and Effort in Education, by John Dewey, pp. 102, price 60c. The Teaching of Spelling, by Henry Suzzallo, pp. 129, price 60c.

Dana, Estes & Co.: Every Boy's Book of Handicraft, Sports and Amusements, by Chelsea Curtis Fraser, pp. 674, price \$2.00. My Boy and I, by Christine Terhune Herrick, pp. 278, price \$1.00. Women's Club Work and Programs, by Caroline French Benton, pp. 323, price \$1.25.

Macmillan Company: Pinocchio, Under the Sea, translated by Carolyn M. Della Chessa, pp. 201, price \$1.50. Educational Resources of Village and Rural Communities, edited by Jos. K. Hart, pp. 277, price \$1.00. A Handbook of the People's Health, by Walter Moore Coleman, pp. 307, price 70c. Plane Geometry, by Walter Burton Ford and Chas. Ammermann, pp. 213 plus 31, price 80c. The Pupil's Arithmetic, Book 6, by James C. Byrnes, Julia Richman and John F. Roberts, pp. 432 plus 9, price 50c. Principles and Methods of Teaching Geography, by Frederick L. Holtz, pp. 359, price \$1.10. Shelter and Clothing, by Helen Kinne and Anna M. Cooley, pp. 377, price \$1.10. Stories of Old Greece and Rome, by Emilie Kip Baker, pp. 382, price \$1.50. A Botany for Secondary Schools, by L. H. Bailey, pp. 465, price \$1.25. The Chemistry of Plant and Animal Life, by Harry Snyder, pp. 388, price \$1.50.

Bobbs, Merrill Co.: Yellowstone Nights, by Herbert Quick, pp. 345.

World Book Company: School Efficiency, by Paul Hanus, pp. 121. Advanced English Grammar, by Wm. T. Harris, pp. 511.

Isaac Pitman & Sons: Spanish Simplified, by Hugo, pp. 220, price \$1.00.

Warwick & Yorke, Baltimore: The Marking System in Theory and Practice, by I. E. Finkelstein, pp. 88, price \$1.00.

A. S. Barnes Co.: Vocations for Girls, by E. W. Weaver, pp. 200.

The Manual Arts Press: Paper and Cardboard Construction, Geo. Fred Buxton and Fred L. Curran, pp. 191, price \$1.50.

L. L. Poates Pub. Co.: Bible Atlas, Non-Sectarian, by Townsend McCoun, pp. 125. Complete Atlas of the World, pp. 194 plus 32.

Little, Brown & Co.: Colette in France, A Geographical Reader, by Etta Blaisdell McDonald, pp. 120, price 45 cents. The Wide-a-Wake Fourth Reader, by Clara Murray, pp. 329, price 50 cents.

Silver Burdett & Co.: The Magnolia Primer, by Eulalie Osgood Grover, pp. 128.

Rand, McNally & Co.: The Teaching of Geography in Elementary Schools, by Richard Elwood Dodge and Clara Barbara Kirchwey, pp. 248, price \$1.00.

Hinds, Noble & Eldridge: American Civics, by A. G. Freudenberg, pp. 281, price 65 cents. Scientific Management in Education, by J. M. Rice, pp. 282, price \$1.25.

J. B. Lippincott Co.: Your Child Today and Tomorrow, by Sidonie Matzner Gruenberg, pp. 234. The Book of the Epic, by H. A. Guerber, pp. 493.

Scott, Foresman & Co.: Types of the Short Story, edited by Benj. A. Heldrick, pp. 305, price 35 cents. American Literature, by Alphonso Gerald Newcomer, pp. 364, new edition, price \$1.00. Bellum Helveticum, a beginner's book in Latin, by Arthur A. Janes and Paul R. Jenks, pp. 440, price, new edition, \$1.

Chas. Scribner's Sons: The Country School, by Homer H. Seerley, pp. 218.



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Gleanings

Hon. Edward Hyatt issued as his December blue bulletin a catechism of the teachers' retirement. This catechism asks and answers the various questions that are being propounded by the teachers the state over.

In Ventura County, Supt. Reynolds secured Dr. Ng Poon Chew, well known in this state, to lecture before his local institutes, during the week beginning Jan. 5th. These institutes were held at Fillmore, Santa Paula, Nordhoff, Ventura, Oxnard and Simi.

Pres. Jas. H. Baker of the State University of Colorado has tendered his resignation. Dr. Baker is one of the best known college administrators in the United States. For years he has been a power in the councils of the National Education Association. He is succeeded by Dr. Livingston Ferrand, professor of anthropology, Columbia University, who has made a great record at that institution.

The teachers of Kern County held their annual institute at Bakersfield on November 24th. The instructors were Dr. Richard G. Boone, Prof. O. J. Kern, Hon. Edward Hyatt, Mrs. M. G. Hyatt, Alfred Harrell and Dr. B. S. Gowen. R. L. Stockton is superintendent.

The members of the Teachers' College and Columbia University Alumni met at an informal dinner at Los Angeles on Dec. 17th. The secretary of the southern body is H. M. Moore.

Supt. Will C. Wood, who resigns from Alameda to accept the commissionership of secondary education, is succeeded by Chas. A. DuFour. Mr. DuFour has for several years served the schools of his city as principal of the Washington School. He is a scholarly man and well prepared by training and experience and temperament to fill the position of superintendent. He will have the support of the teaching body of the city and of the school people throughout the State.

In Fresno a bond issue of \$450,000 has just been carried by an overwhelming majority. An aggressive campaign was waged by Supt. Starr and the citizens of Fresno. There will be repairs to many of the buildings and new buildings will be erected. Supt. Starr is to be congratulated.

The site for the California School for Girls to which wayward girls will be committed, is one and one-half miles from Ventura and consists of 125 acres. This site cost \$22,000, \$200,000 having been appropriated by the last Legislature to buy ground and erect buildings to house the girls now in the Whittier School and those who are later committed by the courts.

In Newark, New Jersey, alien children are grouped for the study of English. Many of these pupils are newly arrived emigrants and before they can handle properly the school subjects, must have a grounding in English. They are returned to their regular classes at other than their English hour.

The Normal News, a weekly four page paper, is being issued by the State Normal School at San Diego. This is a valuable publication and gives in brief and concise form the doings at the southern institution, and contains many articles of interest to teachers.

The December meeting of the 1915 Club was held in Oakland and addressed by H. D. Brasefield, vice-principal of the Fremont High School, on the topic of Vocational Guidance. Mr. Brasefield studied during the summer at Harvard University under Dr. Meyer Bloomfield.

The meeting of several hundred clergymen at Davis on invitation of the University of California, promises much for the improvement of rural conditions in the state. They spent a week on the state farm as the guests of the university and dipped into all lines of agriculture, horticulture, dairying, and other live topics and listened to lectures from the staff.

Webster's Secondary School Dictionary

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864 pages; 1000 illustrations; 70,000 words and phrases; lists of prefixes and suffixes; rules for spelling; 2329 lists of synonyms; a list of 1200 foreign words and phrases; 5400 proper names of persons and places, etc.; price, \$1.50; indexed, \$1.80.

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The high school period is the great vocabulary building period. History, literature, science, all the subjects are presenting new terms daily to the pupil. His need of prompt and accurate information regarding pronunciation and meaning of these new words is great. The dictionary habit, based upon a reliable book, is indispensable to him.

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This book meets fully the needs of high school pupils. It was made for this specific purpose. It is based upon Webster's New International Dictionary, the recognized standard among unabridged dictionaries. It is remarkably full in its treatment, accurate and attractive. It is a distinct improvement on its predecessor, Webster's Academic, but it sells at the same price, \$1.50.

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Say you saw it in the Sierra Educational News

Miss S. Belle Chamberlain, formerly state superintendent of public instruction of Idaho, was recently married to Mr. Wilbur F. Williams of San Francisco, in which city she will make her home.

The Schoolmasters' Club of Southern California met at banquet in Los Angeles Dec. 18. The president, Supt. George C. Bush of South Pasadena, introduced as speakers Rev. Daniel F. Fox of Pasadena and Messrs. John F. Gray, M. V. O'Shea, L. R. Alderman and Charles S. Meek.

The Arizona State Teachers' Association met at Tucson Dec. 26th and 27th, with Supt. C. A. Goggin of Morenci as president.

In San Diego Supt. Duncan Mackinnon is a member of a committee to frame the charter to be presented to the people for approval next year.

A letter from Mr. Cloudsley Brereton of England, who will be

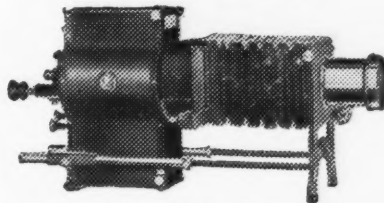
recalled as a speaker before audiences on the Coast a few months ago, writes in appreciation of the article on "Placement" by Robt. J. Teall, appearing in the December issue of the News.

Dr. Milton Fairchild, who has done so much to promote visual moral instruction, has been added to the force in the U. S. Bureau of Education, where he will have charge of such instruction.

Dr. Maria Montessori, who arrived in this country from Italy on Dec. 3d, has through her interpreter, delivered lectures on the work of her schools in Rome. She is showing many moving pictures of the work actually carried on in the "House of Childhood." The tour is under the auspices of the Montessori Educational Association of America. In her three weeks' visit, she will speak at 8 or 10 cities east of the Mississippi.

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	Anaheim		

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Aberdeen	Port Townsend	Bellingham	Wenatchee
Shelton	Skykomish	Olympia	Pasco
Auburn	Chelan	Newport	Shelton
Kelso	Odessa	Stanwood	Snohomish
Waterville	Marysville	Rosalla	Pullman
North Yakima	Pomeroy	Tekoa	Almira
Harrington	Wilbur	Tenino	Garfield
Oakesdale	Hoquiam	Burlington	Ludlow
Reardan	Everett	Puyallup	Chelan County
Edmonds	Sunnyside	Cashmere	Douglas County
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Say you saw it in the Sierra Educational News

In Alameda, Edward Albert, principal of the Lincoln School, will assume the principalship of the Washington school, made vacant by the appointment of Mr. DuFour to the superintendency. Vice-Principal W. G. Paden of the Lincoln becomes principal. Paul Evans is the new head of the commercial department of the high school.

At the recent San Joaquin County Institute among other resolutions one was adopted relative to the work and worth of John Swett; others approved the consideration of weaker and smaller rural districts, and commended the action of the county board by which eighth grade students failing in the examination may obtain diplomas upon recommendation of the teacher the following year.

Gilman H. Tucker, for years director and secretary of the American Book Company, died on Nov. 14th. Mr. Tucker has been for years well known to the educational people of this country.

The exhibits of the schools of the Salt River Valley at the Arizona State Fair recently held, were admitted by all to be superior. This

The magazine "Amerika Esperantisto" now in its 11th volume and published at Newton Center, Mass., contains valuable information for those interested in Esperanto. The S. F. Esperanto Club is located at 568 Golden Gate Ave.

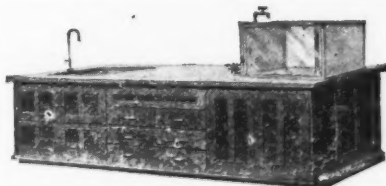
A reprint from the American Journal of Public Health by Wal-

ter W. Roach of Philadelphia and entitled "Revitalizing Devitalized Children—An Open Window Experiment," contains 13 pages of useful statistics, directions, charts and photographs. Mr. Roach's work as an advocate for open-window classrooms and for school food clinics is attracting attention. speaks volumes for the new State.

All schools were excellent in more than one line and that is the reason for such generous praise and commendation from all sides. The schools not allowed to compete are to be specially commended, viz., the University, the Tempe Normal, the Tempe Training School, and the Indian School.

The State Normal School of Manual Arts and Home Economics at Santa Barbara is attracting to it many young men and women of ability who are preparing to enter the field as teachers in these lines. There will be an ever increasing demand in California and throughout the country at large for well trained teachers and the president of the school, Miss Ednah Rich and her associates are adding to the efficiency of the school and raising standards constantly.

Prof. Herbert E. Bolton of the University of California has written a "Guide to Materials for the History of the U. S. in the Principal Archives of Mexico." This valuable document is published by the Carnegie Institution at Washington. Prof. Bolton is an authority on this subject.



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Webster's Readings in Ancient History	1.00
Thomas's History of England	1.50
Wells and Hart's A First Year Algebra90
Wells and Hart's Second Course in Algebra90
The coming series in California.	
Spanhoofd's Elementarbuch	1.00
Used in the University of California, the High Schools of Los Angeles and Santa Barbara, and the Intermediate Schools of Oakland.	
Fraser and Squair's Shorter French Course	1.10
Used by the University of California. An easier text than the other grammars by the same authors.	
Holzwarth's Gruss aus Deutschland	
An easy, interesting narrative, which deals with student life and travel in Germany and is intended for beginning classes. The vocabulary consists of 1000 words of everyday use.	
Coleman's A Text-Book of Physics	1.25
The most interesting available text for high school students. Used by many schools in California.	
Arey, Bryant, Clendenin and Morrey's Physiography	1.25
Used in San Francisco, San Jose, Lick, Anaheim, Huntington Park, Ontario, Pasadena.	
Gerrish and Cunningham's Practical English Composition	1.00
Used in Pasadena, Redlands, Coalinga, Sacramento, Chico, Merced, Oroville.	
Duncan, Beck and Graves's Prose Selections	1.00
The best collection of illustrative material for high school English that has yet appeared.	
Allen's Review of English Grammar for Secondary Schools60

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Prior to the institute held in San Diego County many quiz topics were propounded by teachers in both high and grammar schools. These questions cover a wide range of school work.

The Berkeley Board of Education has set Feb. 21st as the date for holding a \$1,320,000 school bond election; \$1,080,000 of this amount will be used for new grammar schools and \$240,000 for an addition to the Berkeley High School.

The Santa Clara County Institute was held from Nov. 24th to 26th at San Jose. The speakers at the general sessions were Dr. Wm. Simpson, Jas. E. Rogers, Fred Emerson Brooks, Prof. C. E. Rugh, Charles Morris and Mrs. C. W. Pavey. There were numerous sections and round table meetings prepared by Supt. Bateman and his associates.

Venice is soon to have a fine group of high school buildings to take the place of the temporary quarters which they have been occupying. This improvement will cost \$150,000, the preliminary plans having been approved.

Miss C. Louise Boehringer, county superintendent at Yuma Ariz., is being urged by her friends to enter the race in that state for the Senate. Miss Boehringer is a graduate of Columbia University and has had wide experience in the East in educational work. She is doing much for the schools of Yuma County.

A shipbuilding slip is maintained in connection with the high school at San Pedro, Cal., where, under the practical instruction of a nautical architect, the students learn how to build a boat, make and place the engine, and launch and run the craft. Classes in boat-building and marine commerce make trips to the wharves and aboard ship to study ship-construction, engine-action, and the character of the cargoes. Shipping law is also part of the course.

The Stockton and San Joaquin County Teachers' Institutes held their meeting at Stockton, November 24th to 26th. Supts. Anderson and Williams presented as chief instructors on the program Dr. R. G. Boone, Prof. C. E. Rugh, Miss Anna W. Wiebalk and M. L. Daggy.

The Classical Association of the Pacific Northwest, in session at Tacoma, Nov. 29, elected the following officers at its last meeting: David Thompson, president, University of Washington; Kelley Rees, vice-president, Reed College; secretary-treasurer, Thos K. Sidey, University of Washington. The next annual meeting will be in Portland at the Thanksgiving holidays.

"Recreation," the official organ of the Recreation League of San Francisco, has issued its first number with Edward H. Pfeiffer as editor-in-chief and Jas. E. Rogers, Eustace M. Peixotto and Chas. de Y. Elkus as contributing editors. This promises to be a valuable contribution.

The various counties of Southern California held their individual county institutes on the three days preceding the meetings of the Southern Section. In some instances counties and cities combined and in other cases, cities held individual institutes.

Former Superintendent F. F. Bunker of Berkeley has accepted the managership of the Empire Oil Company, Mooringsport, Louisiana. Mr. Bunker, who received his Ph.D. from New York University last spring, says he is thoroughly enjoying his present work.

The California Schoolmasters' Club held a meeting at Key Route Inn, Oakland, on the evening of Dec. 31st. Dr. W. Scott Thomas was chairman, the speakers being Prof. Jas. F. Chamberlain of the State Normal School, Los Angeles, and David Lever, business manager of the Sierra Educational News.



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Say you saw it in the Sierra Educational News

GLEANINGS

Under the direction of Mr. F. H. Meyer of the California School of Arts and Crafts, the advanced students designed and executed thousands of beautiful cards suitable for the holiday season. These cards, for which there was great demand, were sold at a moderate price.

Prof. Chas. A. Kunou, supervisor of manual training, Los Angeles, who for the past twenty-five years has been fighting for the cause of industrial education, has put out a little folder giving valuable information on the line of work in which he is so much interested.

The corner stone of the new grammar school on Monroe street in Phoenix was laid Wednesday,

November 5. The cost of this building when completed will be in the neighborhood of \$200,000. Short addresses were made by Dr. L. D. Dameron on behalf of the school board, by the architect, Norman F. Marsh, Supt. of Schools John D. Loper, Dr. Charles H. Keyes of Saratoga Springs, Dr. Muerman of Washington, D. C., and Dr. Winship of Boston.

The Mills College magazine is an attractive publication, the December issue being particularly fine. The spring semester at Mills College opened Jan. 7th and will close May 12th. Many freshman made application for entrance. The sound work at Mills College is drawing many students.

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Why the Isaac Pitman Shorthand is the Best

AN OPEN LETTER.

Tamalpais Polytechnic High School
Department of Commerce
Mill Valley, Cal.

November 5, 1913.

MR. V. KERSEY,
1029 Sunset Boulevard, Los Angeles, Cal.
Dear Sir:

I understand you are seeking all the information you can get on the question of the best system of shorthand for use in Public Schools.

You may therefore be interested to know something of our experience of the past four years. It is not my intention to champion the cause of the Isaac Pitman system as such. The results of the International Speed Contests demonstrate the superiority of the system, but some have doubted the wisdom of using so highly scientific a system, capable of recording at the rate of 200 words a minute up, when probably the average stenographer would find 100 words a minute sufficient for his requirement.

I take pleasure in recording my conviction that as the best method of presenting the subject of shorthand, irrespective of any particular system, the "Course in Isaac Pitman Shorthand" stands absolutely unrivaled, and has demonstrated beyond question the possibility of teaching the best system the world has ever seen, in the shortest time and with least labor by the student and least worry to the teacher.

We have one period a day and cover on an average two lessons a week, thus completing the forty lessons in the theory of shorthand in one term of twenty weeks. This enables us with one term of dictation practice, to reach a speed of from 75 to 100 words per minute in one school year.

With the increasing demand for efficiency in the business world, it seems to me that the question of the shorthand of the future is already settled, for I do not believe that any known work can even distantly compare with this peerless "Course."

Please understand that my one object in writing this letter is merely the expression of one of the instincts of the teaching profession, viz., having found a good thing the desire to pass it along.

Yours truly,

W. S. STONE,
Director of Dept. of Commerce,
Sec. of American Institute of Commerce.

Send for copy of Report of a Special Committee appointed by the New York Board of Education on the Teaching of Shorthand in High Schools, and particulars of a Free Correspondence Course for Teachers.

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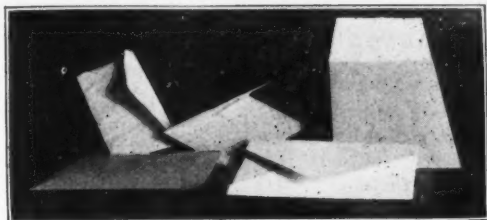
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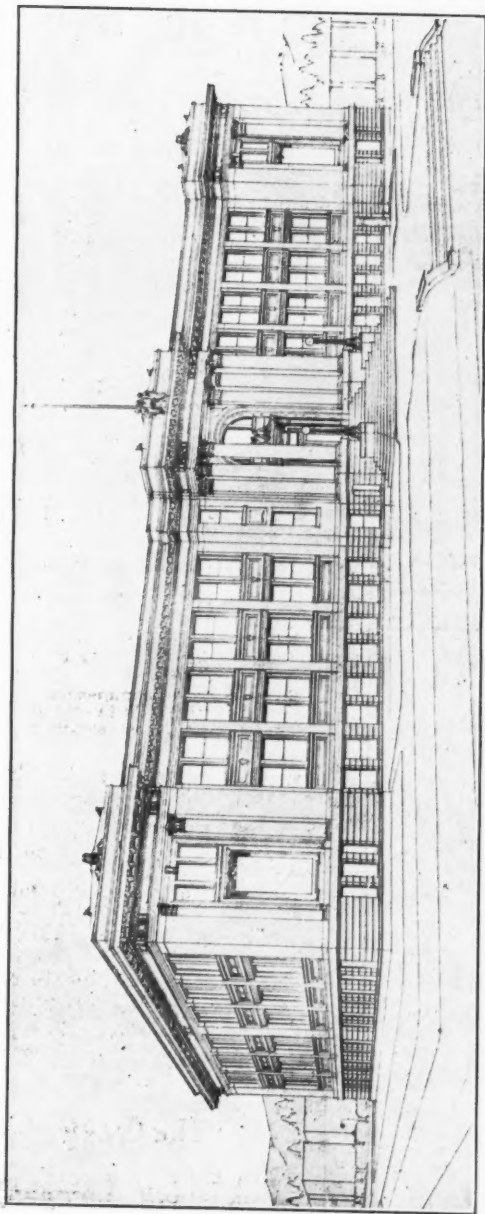
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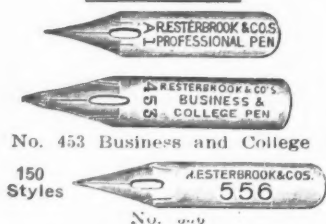
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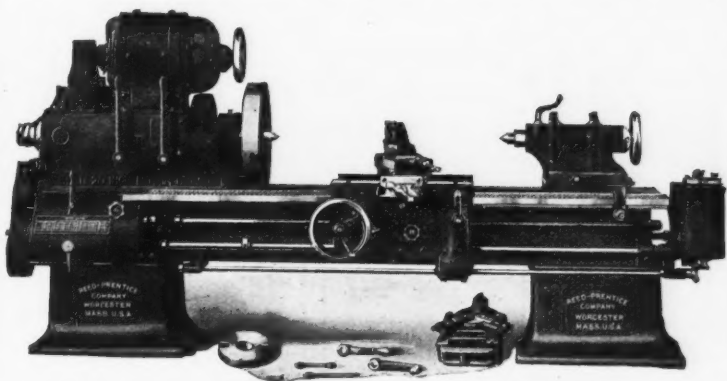
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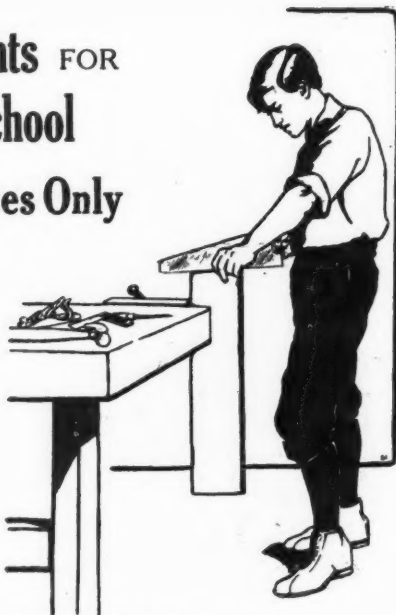
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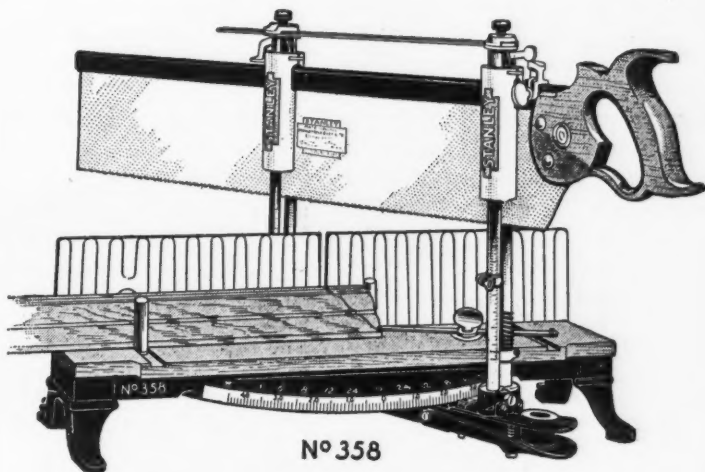
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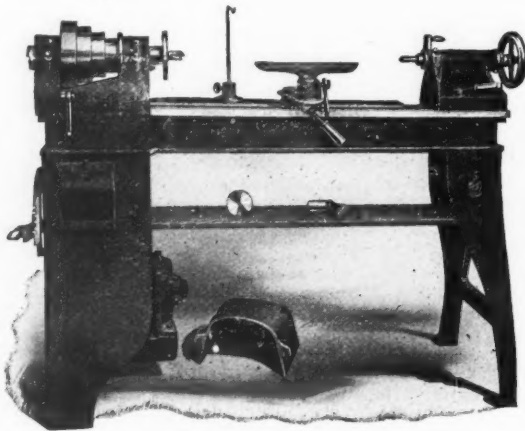
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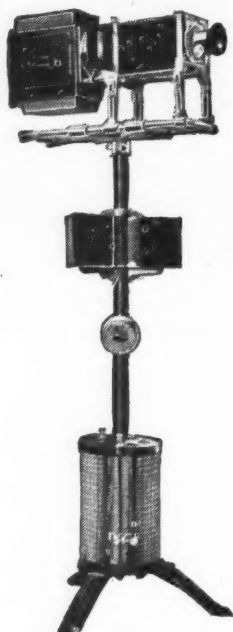
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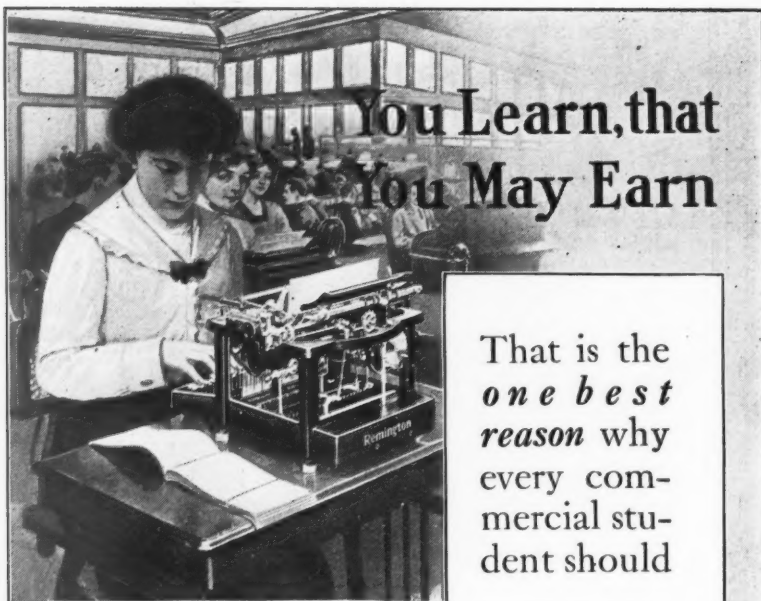
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Why the Isaac Pitman Shorthand is the Best

AN OPEN LETTER.

Tamalpais Polytechnic High School
Department of Commerce
Mill Valley, Cal.

November 5, 1913.

MR. V. KERSEY,
1029 Sunset Boulevard, Los Angeles, Cal.
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Please understand that my one object in writing this letter is merely the expression of one of the instincts of the teaching profession, viz., having found a good thing the desire to pass it along.

Yours truly,
W. S. STONE,
Director of Dept. of Commerce,
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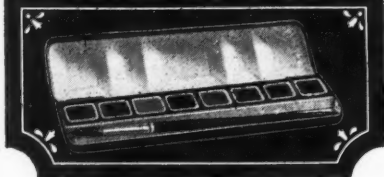
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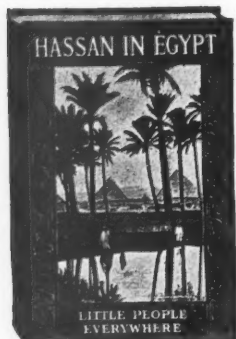
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